

University Senate
February 8, 2016

The University Senate met in regular session at 3 pm on Monday, February 9, 2015 in the Athletics Association Auditorium of W. T. Young Library. Below is a record of what transpired. All votes were taken via electronic voting devices unless indicated otherwise; specific voting information can be requested from the Office of the Senate Council.

Senate Council Chair Andrew Hippisley called the University Senate (Senate) meeting to order at 3:00 pm. He reminded senators to pick up their clickers.

The Chair called for an attendance vote and 68 senators registered their presence.

1. Minutes from December 14, 2015 and Announcements

The Chair reported that no corrections were received. There being **no objections**, the minutes from December 14, 2015 were **approved** as distributed by **unanimous consent**.

The Chair offered a handful of announcements.

- The March Senate meeting will be on third Monday in March (March 21), not the second Monday. (The second Monday in March is the week of spring break.)
- Two web transmittals were currently posted and the Chair asked senators to review the courses, programs, and University calendars.
- A celebration of the Chinese New Year will be held at the Boone Center on February 8 from 5-7pm. It is sponsored by UK's Confucius Institute.
- There will be a forum on Public Art on Monday, March 21 in the W. T. Young Library Auditorium at 6:30 pm.
- The Chair is co-chairing the Unconscious Bias faculty sub-committee with Sonja Feist-Price (ED/ Early Childhood, Special Education, & Rehabilitation Counseling, associate provost for faculty advancement). If anyone would like more information about the Unconscious Bias group or would like to serve as a trainer, please email Feist-Price.

2. Officer and Other Reports

a. Chair

The Chair welcomed the new student member of Senate Council, Armanee Doyle (AS), who replaced Sara Biery.

The Chair announced that an advisory committee to review the proposal for the Lewis Honors College was up and running. The members is comprised of Sue Roberts (AS), chair; Kim Anderson (EN); David Royster (AS, Senate Council representative); Bruce Webb (AG, Senate Council representative); James Holsinger (PbH); Francisco Andrade (ME); Anna Brzyski (FA); and Beth Kraemer (LI).

The SC appointed Buck Ryan (CI) to replace Kathy Swan (ED) as the faculty members serving on the Senate's UK Core Education Committee, specifically for the area of Culture and Citizenship.

The SC approved University calendar changes for commencement for the 2017-18 calendar. The SC also approved a deviation from the standard calendar, for course PA 681. The SC also approved a waiver of *Senate Rules (SR) 5.2.4.8.1* ("Common Exams") for course CHE 230-001.

b. Vice Chair

Vice Chair McCormick (ED) was out of the country and therefore did not give a report.

c. Parliamentarian

Parliamentarian Kate Seago (LI) explained what happens if a chair of a body steps down temporarily because they wish to speak for or against an agenda item. A chair is typically neutral but when the chair cannot remain neutral, the chair will identify a chair pro tem to run the meeting during the time when the chair would like to express an opinion. The duty of serving as chair pro tem usually is the responsibility of the vice chair, but because the Senate's vice chair was not present, the Chair can temporarily appoint another member of the body to step in during that time period. There were no questions from senators.

d. Trustee

Trustee Wilson (ME) said he had nothing to report but was willing to entertain questions. There were no questions for trustees Wilson or Grossman (AS).

3. Update on University Budget - President Eli Capilouto and Executive Vice President for Finance and Administration Eric Monday

President Eli Capilouto began by thanking the Chair and senators for their service to UK. He gave a presentation to senators regarding the recently proposed budget cuts from the state. When he was finished with his presentation, senators gave him a round of applause and he proceeded to answer questions from senators.

Grossman (AS) noted that in the past, the administration had directed employees not to contact their legislators about budgetary issues – he asked if the same held true for the present budget issues with Frankfort. The President replied that he was not yet prepared to ask employees to contact their legislators, but a message would be crafted in the near future to campus offering suggestions on how employees could help. Tagavi (EN) noted that while the President offered information about one thing that he would not do (would not have across-the-board cuts), he wondered if there were other things that the President would not do, such as not lay off staff, would not deny tenure, etc. President Capilouto said that the University would not rush to any of those areas, saying that it was better to talk about how much UK has grown over the last few years, including growth since the same time last year. He said he preferred to concentrate on UK's successes before focusing on cutting anything. Blonder (ME) said that some faculty are on a listserv for higher education in the Commonwealth and had seen emails about students and parents protesting the proposed cuts, or holding some other type of demonstration in Frankfort. The President said he was unaware of those activities and asked Blonder to forward him that information.

Debski (AS) said that she had heard that higher education leaders had not had much warning that these budget cuts would be coming. She asked if the President knew the extent to which Governor Matt Bevin would consult with higher education leaders about the budget and about performance-based funding. President Capilouto replied that current conversations were ongoing, although some of the most important conversations were not ones that people could read about in the newspaper. He said that legislators were engaged with UK's leadership and were willing to hear what he had to say; he was

encouraged by those relationships. Vasconez (ME) asked if the cuts were proportionate among all the institutions of higher education in Kentucky, wondering if UK would be pitted against the other universities in the state for funding. The President replied that the cuts were pretty much across the board to the state's higher education institutions. University presidents had previously gotten together and although it took a while, eventually all agreed on a set of performance metrics that were appropriate for each university – each university would more or less be competing against itself. The current challenge was trying to understand what metrics would be acceptable to Governor Bevin and other leaders in Frankfort – the beauty of the previously designed metrics was that they were simple and to the point, but had compelling outcomes that universities wanted to pursue. The issue now was trying to understand what the right metrics would be – basing all funding on performance would introduce too much uncertainty into what each university strives to accomplish.

Cross (CE) commented that there were really two issues at play – the cut for this fiscal year and the cuts to come in subsequent fiscal years. Cross asked if the President had any encouraging information for either cut. The President said that the Governor had put together his budget in just a few weeks, after which the Kentucky House of Representatives started hearings to try to understand the Governor's proposed budget. Until more people are better acquainted with the details of the budget, President Capilouto said it would be difficult to answer Cross's question.

Brion (EN) commented that some states have enacted laws that remove the state's oversight of certain aspects of higher education institutions if the state's funding for those institutions falls below a certain level. Brion wondered if or when the state's funding for UK would become irrelevant. The President said the \$280 million from the state was not a trivial amount – he commented that 2,000 individuals would need to donate \$1 million each to equal that amount of funding. Lee noted that none of the discussions he had heard yet included reference to UK's unique mission as a land-grant institution – he wondered if that had been discussed in relation to state support of UK. President Capilouto said that it was a hard metric to evaluate and there were all kinds of ways to measure success in those areas. Lehman (BE, student) asked what students could do to help. The President commented that it would work best to have a unified message coming from multiple voices – he said he would be in touch with the campus about what opportunities were available for contacting legislators. He thanked Lehman for being so engaged.

Schroeder (ED) referred to news articles stating that the 4.5% cut for this fiscal year might be spread out beyond this fiscal year – she asked if there was any additional information available about a delay in returning those funds. The President did not have additional information to explain how that might work. He said the 4.5% cut from Governor Bevin was within the Governor's authority to enact, but said the Governor had expressed willingness to work with institutions on returning that 4.5%. The President said he was encouraged by the Governor's flexibility. Sachs (AS) said he had more of a comment than a question – although K-12 education was not hit with budget cuts, he wondered if the chilling effect of the budget cuts on higher education would have a negative impact on K-12 education. The President commented that both education sectors were intertwined and that he hoped the state would facilitate making students knowledgeable, wise, and have what they need to be prepared when they get to UK. President Capilouto added that the areas held harmless by the budget cuts (e.g. prison guards, pensions, and social workers) were very respectable areas to protect and said he was mindful that in many ways, everyone is in this situation together.

Grossman asked if UK would lobby for tax reform. The President responded that elected officials really needed to hear from their constituents about that type of matter. UK faculty had testified in front of the

last tax reform commission meeting and did offer opinions at that time. Whitaker asked if the proposed budget cuts would have any effect on UK's accreditation by the Southern Association of Colleges and Schools – Commission on Colleges (SACS) and the President replied that in time it could, but not in the immediate future. He said that he had greater respect for UK's accrediting body and that it helps UK to be an excellent institution. Sandmeyer referred to some of the President's remarks earlier in his address and wondered what effect the proposed cuts would have on tuition rates. President Capilouto replied that in the last four years, UK had really tempered its tuition increases. If one compares UK to institutions around the country, the President opined that UK represents an incredible value. UK has a mix of students, with the doors open widest for Kentuckians. Thirty-five percent of all those admitted are KY Pell Grant recipients and non-residents on average pay double the tuition of in-state students, which also helps UK's bottom line. Furthermore, 53% of UK's graduates have no debt upon graduation and for those with debt, the debt averages to be about \$26,000. After a recent evaluation, UK found that out of 6,000 graduates, less than 200 graduates had a lot of debt, although many of them were in high-paying first jobs. President Capilouto did note that the proposed budget cuts would put pressure on UK's tuition and fees.

4. Committee Reports

a. Senate's Academic Programs Committee - Margaret Schroeder, Chair

i. Proposed Suspension of BS Spanish

Schroeder (ED), chair of the Senate's Academic Programs Committee (SAPC), explained the proposal. The Chair said that the **motion** from SAPC was that the University Senate approve the suspension of admission into the existing BS Spanish, in the Department of Hispanic Studies within the College of Arts & Sciences. Because the motion came from committee, no **second** was required. Fiedler (AS) said it was his understanding that every major in the College of Arts and Sciences had both a BA and BS offering. Guest Ruth Beattie (AS/Biology, associate dean for advising) explained that particular requirement was changed a few years ago. There being no further questions, a **vote** was taken and the motion **passed** with 87 in favor and one opposed.

ii. Deletion of Dramatics and Speech Education Teacher Certification Program

Schroeder (ED) explained the proposal. The **motion** from the SAPC was a recommendation that the University Senate approved the deletion of the Dramatics and Speech Education Certification Program in the Department of Curriculum and Instruction within the College of Education. Because the motion came from committee, no **second** was required. There were no questions from senators. A **vote** was taken and the motion **passed** with 87 in favor and none opposed.

iii. Graduate Certificate in College, Career, and Civic Life (C3) Teaching and Learning Certificate

Schroeder (ED) explained the proposal. The **motion** from the SAPC was that the University Senate approve the establishment of a new Graduate Certificate in College, Career and Civic Life Teaching & Learning Certificate, in the Department of Curriculum and Instruction within the College of Education. Because the motion came from committee, no **second** was required. Kennedy commented that the motion used the term "certificate" twice. On behalf of SAPC, Schroeder accepted as a friendly amendment Kennedy's suggestion to drop the second use of the word. Mazur, the contact person, agreed to the change.

There being no further discussion, a **vote** was taken on the motion to approve the establishment of a new Graduate Certificate in College, Career and Civic Life Teaching & Learning, in the Department of Curriculum and Instruction within the College of Education and the motion **passed** with 89 in favor and none opposed.

b. Senate's Academic Organization and Structure Committee (SAOSC) - Ernie Bailey, Chair

i. Proposed Name Change of the Department of Health Behavior to the Department of Health, Behavior & Society

Bailey (AG), chair of the Senate's Academic Organization and Structure Committee (SAOSC), explained the proposal. The **motion** from the SAOSC was that the University Senate endorse the change of name from Department of Health Behavior to Department of Health, Behavior & Society within the College of Public Health. Because the motion came from committee, no **second** was required. There were no questions or comments from senators. A **vote** was taken and the motion **passed** with 83 in favor, two opposed, and one abstaining.

The Chair noted that he was the contact person for the next agenda item and was therefore handing over the responsibility of the Chair to Kraemer (AS), the incoming vice chair. Kraemer left his seat and moved to the front of the room.

ii. Proposed New Department of Linguistics and Move of the Minor in Linguistics, BA/BS Linguistics, and MA in Linguistic Theory and Typology to the Proposed New Department

Bailey (AG) explained the proposal. The **motion** from the SAOSC was that the University Senate endorse the establishment of a Department of Linguistics within the College of Arts & Sciences and the transfer of the BA/BS in Linguistics, the MA in Linguistic Theory & Typology, and the Minor in Linguistics to the new Department of Linguistics. Because the motion came from committee, no **second** was required.

There were no questions from senators. A **vote** was taken and the motion **passed** with 85 in favor and two opposed.

Kraemer returned to his seat and the Chair returned to the podium.

c. Senate's Admissions and Academic Standards Committee (SAASC) - Scott Yost, Chair

i. Excused Absences vs Unexcused Absences: Contradiction in *Senate Rules 5.2.4.2*

Yost (EN), chair of the Senate's Admissions and Academic Standards Committee (SAASC), explained the proposal. There was extensive discussion, approximately 45 minutes, about the proposal. Tagavi (EN) objected to the proposed change, stating that it was not appropriate to force a professor to give an "I" grade. There were additional comments and clarifications. Grossman (AS) confirmed that the language about requiring a student to petition for a "W" was removed, but the instructor did not have the power to require a student to petition for a W – a professor cannot force a student to do anything. The faculty member could advise, or advise strongly, but the faculty member could never force a student to take a W – that provision was completely unenforceable. After additional discussion, Tagavi stated that an I grade was a penalty. Healy (LA, academic ombud), explained that there was no mechanism in the current rule for an instructor to insist a student take a W in the course if they exceeded the 20% rule. The SAASC looked at resolving that in the initial proposal by saying that with the consent of the day, a student is given a W in the course if that is what the instructor requested. There was an objection to that language, saying that it went against student rights in terms of not receiving a penalty for excused absences. Healy opined that at the end of the day, you must do something in these circumstances and SAASC came up with the most acceptable language, which also did not include the misleading statement about demanding a W. There was no mechanism for demanding a W, so the virtue of the proposed current language was that it was not misleading. Whether or not someone believes an I or a W is a penalty is a matter of opinion, but the proposed language, in Healy's opinion, was the only feasible remedy in the described circumstances.

The Chair said that the motion from the SAASC was that the Senate approve the revisions to *SR 5.2.4.2* ("Excused Absences"). Because the motion came from committee, no **second** was required. Tagavi (EN) asked for the rationale behind changing the language. Yost replied that it was not a matter of legality, but rather that Healy, in his role as ombud, identified a handful of grey areas that he was having to address repeatedly and were the root of multiple appeals to the University Appeals Board (UAB). Based on Healy's ombud report to SC, the SC asked SAASC to clarify the language. SAASC worked with Healy to come up with clarifying language to keep the 20% in place so there was a mechanism available to deal with a student who cannot complete the course due to excused absences.

Tagavi (EN) **moved** that the proposal return to the language that says a professor can require a student to apply for a W. The motion **died** due to lack of a second. There was additional discussion among senators about other possible language. Whitaker (AS) spoke against the amendment, preferring the original language and saying that he had not heard any alternative language that addressed the situation better.

Sandmeyer (AS) **moved** to remove the phrase, "if the student declines to receive a "W"" from the paragraph about excused absences, as it was unnecessary. Brion (EN) **seconded**. Wood spoke in favor of the amendment but suggested that the phrase immediately prior ("or the Instructor of Record may award an "I" for the course") was also unnecessary because a faculty member always has that option. Sandmeyer and Brion **accepted** Wood's suggestion as a **friendly amendment**. There were additional comments from senators. Healy noted that while it was perhaps redundant, it was also helpful in explaining the available options. Bird-Pollan (LA) commented that it seemed there was also a third option – a faculty member could give a student a letter grade if the student earned it. Yost (EN) confirmed that other language in the *Senate Rules* [not part of the proposal under consideration] allowed a faculty member to give a letter grade. Thorpe (EN, student) opined that if the point was to prevent students from being confused about options, the more explicit the language, the better. He said that the most explicit language is the clearest language. There was more discussion about the language and whether or not the redundancy was helpful. Wood (AS) **called the question** and Fiedler (AS) **seconded**. A vote by show of hands was taken and the motion **passed** with none opposed.

A **vote** was taken on the motion to remove "or the Instructor of Record may award an "I" for the course if the student declines to receive a "W"" from the paragraph about excused absences and the motion **failed** with 24 in favor, 55 opposed, and five abstaining. The Chair asked if there were further comments on the original motion to approve the proposed changes to *SR 5.2.4.2* ("Excused Absences") and there were a few additional comments. A **vote** was taken and the motion **passed** with 63 in favor, 17 opposed, and four abstaining.

ii. Proposed Changes to *Senate Rules 6.3.1* ("Plagiarism")

Yost (EN) explained the proposed changes. The Chair said that the **motion** from SAASC was that the Senate approve the changes to *SR 6.3.1* ("Plagiarism"). Because the motion came from committee, no **second** was required. There were no questions or comments from senators. A **vote** was taken and the motion **passed** with 76 in favor and three opposed.

iii. Proposed Changes to College of Dentistry "Academic Discipline Policies" and "Miscellaneous Academic Policies"

Yost (EN) explained the proposed changes. The Chair said that the **motion** from SAASC was that the Senate approve the changes to *SR 5.3.3.4* and *SR 5.3.4*. Because the motion came from committee, no

second was required. There were no questions or comments from senators. A **vote** was taken and the motion **passed** with 75 in favor and none opposed.

iv. Proposed Changes to Admissions Requirements for BS Dietetics

v. Proposed Changes to Admissions Requirements for BS Human Nutrition

Yost (EN) explained the proposal. The Chair said that the **motion** from SAASC was that the Senate approve the changes to *SR 4.2.2.4.A* ("Human Nutrition and Dietetics Majors") for the BS Dietetics and BS Human Nutrition. Because the motion came from committee, no **second** was required. Yost explained that there were changes to required courses in the program that were homed in another department; those changes resulted in the need to change the premajor requirements for the BS Dietetics and BS Human Nutrition degrees. There were no questions or comments from senators. A **vote** was taken and the motion **passed** with 75 in favor and one abstaining.

Yost (EN) commented that faculty in educational units offering service courses that are taken by many students across campus have an obligation to inform the other units using those courses when changes are made that will affect the other units.

d. Senate's Rules and Elections Committee (SREC) - Connie Wood, Chair

i. Proposed Changes to *Senate Rules 1.4.4.2.B* ("Senate Advisory Committee on Privilege and Tenure (SACPT)")

Wood (AS), chair of the Senate's Rules and Elections Committee (SREC), explained the proposal. The Chair said that the **motion** from the SREC was that the Senate approve the changes to *SR 1.4.4.2.B* ("Senate Advisory Committee on Privilege and Tenure (SACPT)"). Because the motion came from committee, no **second** was required. There were no questions or comments from senators. A **vote** was taken and the motion **passed** with 70 in favor, one opposed, and one abstaining.

5. Safety Presentation - Chief of Police Joe Monroe

Guest Joe Monroe, UK's chief of police, gave senators a presentation on campus security issues. The presentation was well received and there were a handful of questions.

There being no further business to attend to, the meeting was adjourned at 5:23 pm.

Invited guests present: Sandra Bastin, Ruth Beattie, Richard Mitchell, Eric Monday, Joe Monroe, Rosetta Sandidge, Kathy Swan, and Mark Swanson.

Absences: Allen, Ayers, Birdwhistell, T., Birdwhistell, M., Brennen, Brown, K., Burks, Butler, Calvert, Carvalho, Cassis, Clark, Cofield, Cox, Crist, de Beer, Doyle, Hazard*, Hulse, Jong*, Jung*, Kearney, Kyrkanides, Lee, B.*, Loven, McCormick, McCulley*, Mullen, Nash, Nathu, Niespodziany, O'Connor, Profitt, Real, Richey, Shen, Smith, Stevens*, Swanson, Tick, Tracy, Vail, Vernon, Vosevich, Walz, Watt, Wilson, J., Wilson, K., Withers, and Witt.

Prepared by Sheila Brothers on Wednesday, March 9, 2016.

* Denotes an explained absence.

Brothers, Sheila C

From: Schroeder, Margaret <m.mohr@uky.edu>
Sent: Monday, October 12, 2015 9:09 AM
To: Hippisley, Andrew R; Brothers, Sheila C
Subject: BS Spanish Suspension
Attachments: Spanish BS-Suspension_Complete_rev2.pdf

Proposed Suspension in BS: Spanish

This is a recommendation that the University Senate approve the suspension of admission into an existing BS: Spanish, in the Department of Hispanic Studies within the College of Arts & Sciences.

The revised proposal is attached.

Best-

Margaret

Margaret J. Mohr-Schroeder, PhD | Associate Professor of STEM Education | [COE Faculty Council Chair](#) | [SAPC University Senate Committee Chair](#) | [University Senator](#) | Secondary Mathematics Program Co-Chair | [STEM PLUS Program Co-Chair](#) | [Department of STEM Education](#) | [University of Kentucky](#) | www.margaretmohrschroeder.com



Brothers, Sheila C

From: Brothers, Sheila C
Sent: Wednesday, April 01, 2015 3:04 PM
To: Hippisley, Andrew R
Cc: Ellis, Janie
Subject: BS Spanish

Hi, Andrew. Below is the snippet from the minutes where suspension of the BS Spanish was discussed in October 2013 at SC.

b. Senate's Academic Programs Committee (SAPC) – Andrew Hippisley, Chair

Hippisley explained the proposal and said that the motion from the SAPC was that the Senate approve the suspension of admission into the BS Spanish, in the Department of Hispanic Studies, in the College of Arts and Sciences. Guest Alan Brown, chair of the Department of Hispanic Studies, answered questions from SC members. There were substantial concerns expressed by some SC members; if the BS Spanish is suspended, students majoring in the sciences (engineering, biology, statistics, nursing, etc.) who wanted a double major or dual degree in Spanish would have to choose the BA Spanish. For students majoring in the sciences, the BA Spanish requires an additional six to twelve credit hours for humanities courses that the BS Spanish does not require.

SC members requested clarification on the following aspects: requirements for dual degrees, as well as for double majors; the number of science majors who go on to earn the BS Spanish; and if a requirement can be added to the BS Spanish such that it must be combined with a second major, due to the BS Spanish requirement of 60 hours of science courses. Brion suggested Brown contact the directors of graduate studies in various science areas who might want their students to have a more global perspective, to complement the science degree.

*The Chair asked Butler, Senate parliamentarian, for guidance on how to proceed. Guest Butler said the SC could vote down the motion from the SAPC, vote to return the proposal to the SAPC, or table the proposal. Butler thought a motion to return the proposal to the SAPC best reflected the tone of the SC's discussion. After additional discussion, Debski **moved** to send the proposal to suspend admissions to the BS Spanish back to the SAPC.*

*Butler added that if the proposal was returned to the SAPC, the SAPC could decide to take no action on the proposal to suspend the BS Spanish and it would not return to the SC; it would remain as is. Wood **seconded** the motion. There being no further discussion, a **vote** was taken and the motion **passed** with none opposed.*

Sheila

*Sheila Brothers
Staff Representative to the Board of Trustees
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Response from College of Arts and Sciences

MEMO

To: Senate Council Members

From: Ruth E Beattie,
Associate Dean for Advising, College of Arts and Sciences
rebeat1@uky.edu, 257-7647

Date: March 31, 2015

RE: Response to questions regarding the request to suspend the BS in Spanish degree

Background

1. One of the recommendations that came out of the most recent external review of Hispanic Studies was the need to strengthen the Spanish major by redistributing course requirements within the major – specifically reducing the number of “outside the major” hours and increasing the number of required SPA courses.
2. In 2012/13, Hispanic Studies proposed a new BA in Spanish. The university approved this change in April 2013.
3. The new BA program does not require students to take any additional hours in the major – it just redistributes hours within the major and requires students to take a more rigorous complement of courses.
4. A revised BS in Spanish was not proposed. Instead the department has requested the suspension of the BS in Spanish. Completion of the current BS in Spanish as a primary major requires 129 – 137 credits of coursework (depends on where a student places in Spanish language courses). This far exceeds the 120 credit hours recommended for A&S degree programs.
5. Since the implementation of the new BA in Spanish requirements (Fall 2013), not a single student has declared the BS in Spanish as a primary major.

	Fall 2013	Fall 2014
Declared BA in Spanish	10	12
Declared BS in Spanish	0	0

Requirements for a second MAJOR versus a second DEGREE

6. Students completing a second MAJOR must complete only the major requirements for that program. Students completing a second DEGREE must complete a minimum of 144 credit hours of coursework and complete the major AND College requirements.
7. Completion of the BS or BA in Spanish as a second MAJOR requires completion of 53 credits of coursework (premajor and major). There is no difference in the total hours required for the BS in Spanish secondary major and the new BA in Spanish secondary major. The only difference is the distribution of courses within the major. As a result of the redistribution, the BA is a more robust major than the current BS.
8. Students completing a second DEGREE in Spanish must complete the major requirements and the College of Arts and Sciences requirements.

For the BS in Spanish the College of Arts and Science requirements include:

- One additional science or math course beyond that required by the UKCore. This is satisfied by the primary major if the primary major is a BS degree. If the primary degree is a BA then this requirement can be satisfied within the SPA major requirements if ANT 230, ANT 332, ANT 333, or ANT 353 is taken.
- One additional humanities course beyond that required by the UKCore (satisfied by the SPA major requirements)
- One additional social science course beyond that required by the UKCore (can be satisfied within the SPA major if LIN 515, LIN 516, LIN 519, CGS 500, any ANT course, or any PSY course is taken)
- A laboratory course (can be satisfied within the SPA major requirements if PSY 100 is taken)
- 60 credit hours of math and science coursework (already satisfied if primary degree is a BS degree.
- 6 hours of free electives

For the BA in Spanish the College of Arts and Science requirements include:

- Two additional science or math courses beyond that required by the UKCore. This is satisfied by the primary major if the primary major is a BS degree. If the primary degree is a BA then this requirement can be satisfied within the SPA major requirements if two of the following are taken: ANT 230, ANT 332, ANT 333, or ANT 353.
- Two additional humanities courses beyond that required by the UKCore (satisfied by the SPA major requirements)
- Two additional social science courses beyond that required by the UKCore (can be satisfied within the SPA major if LIN 515, LIN 516, LIN 519, CGS 500, any ANT course, or any PSY course is taken)
- A laboratory course (can be satisfied within the SPA major requirements if PSY 100 is taken)
- 39 credit hours of 300-or above coursework (satisfied by completion of primary and secondary degree coursework)
- 6 hours of free electives

For students whose primary degree is in the College of Arts and Sciences there is no difference in the total hours required for the BS in Spanish secondary degree and the new BA in Spanish secondary degree. The only difference is the distribution of courses within the major.

Students whose primary degree is not in the College of Arts and Sciences will have to complete the College requirements. If the student's primary degree is a BS degree and the student has already earned 60 hours of math/science coursework, then, there is no difference in the total hours required for the BS in Spanish secondary degree and the new BA in Spanish secondary degree. The only difference is the distribution of courses within the major.

9. Since the implementation of the new BA in Spanish, not a single student has declared a BS in Spanish as a second degree.
10. There are currently three students in the system who are completing the BS in Spanish as a second degree (1 each declared Fall 2010, Fall 2012, and Fall 2013)



Schroeder, Margaret <mmohr2@g.uky.edu>

Suspension in BS in Spanish

Beattie, Ruth E <rebeat1@email.uky.edu>
To: FW_mmohr2 <m.mohr@uky.edu>

Mon, Oct 12, 2015 at 5:39 AM

Margaret,

I was just making sure all students have been informed before responding to you.

In terms of the curriculum....all of the required Spanish courses will be available to the BS in SPA students or an appropriate substitute will be identified by the DUS.

All current students in the BS in Spanish program have been informed of the suspension of the BS in Spanish, that they will be permitted to remain in the program, and that they have five years from the date of suspension to complete the degree.

REB

Ruth E. Beattie
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From: Schroeder, Margaret [m.mohr@uky.edu]
Sent: Wednesday, October 07, 2015 2:22 PM
To: Beattie, Ruth E; Bosch, Anna
Subject: Re: Suspension in BS in Spanish

[Quoted text hidden]

Original Proposal to Suspend BS Spanish

Brothers, Sheila C

From: Hippisley, Andrew R
Sent: Sunday, October 06, 2013 1:29 PM
To: Brothers, Sheila C
Subject: RE: SAPC item for SC agenda

Hi Sheila,

This is a recommendation that the University Senate approve the suspension of admission into an existing BS: Spanish, in the Department of Hispanic Studies within the College of Arts & Sciences.

-----Original Message-----

From: Hippisley, Andrew R
Sent: Wednesday, October 02, 2013 1:19 PM
To: Brothers, Sheila C
Subject: SAOC item for SC agenda

Hi Sheila,

Please add the BS Hispanic Studies suspension proposal. That will be the only one this time.

Best,

Andrew

PROGRAM SUSPENSION/DELETION FORM

1. General Information

College:	<u>A&S</u>	Department:	<u>Hisp. Studies</u>
Major Name:	<u>Spanish</u>	Degree Title:	<u>Bachelor's of Science</u>
Formal Option(s), if any:	<u>None</u>	Specialty Field w/in Formal Options, if any:	<u>None</u>
CIP Code:	<u>16.0905</u>	Today's Date:	<u>2/08/2013</u>
Requested Effective Date:	<input checked="" type="checkbox"/> Semester following approval.	OR	<input type="checkbox"/> Specific Date ¹ : _____
Contact Person in the Dept:	<u>Dr. Alan V. Brown</u>	Phone:	<u>257-7093</u>
		Email:	<u>alan.brown@uky.edu</u>

2. Suspension/Deletion Information

Nature of action:	<input checked="" type="checkbox"/> Suspension	<input type="checkbox"/> Deletion
Rationale for suspension/deletion:	<p><u>The B.S. in Spanish is an underused degree option that has been maintained for years without a coherent conceptualization of how it differs from the B.A. In fact, the Spanish major requirements at the departmental level are no different from the B.A. option and the B.S. simply indicates a more extensive exposure to natural sciences, an imposition that has no bearing on SPA courses. Most students who pursue the B.S. option already have a major or minor in one of the natural sciences, making the B.S. option rather redundant. From an academic perspective, the B.S. in Spanish is rather confusing since it implies some alteration to the nature or number of the Spanish courses taken when that is not the case. In truth, we feel that for many students the B.A. degree may reflect more positively on a pre-med student's application, for example, than a B.S. since it exemplifies academic and intellectual diversity.</u></p>	
What provisions are being made for students already in the program?	<p><u>All students pursuing the current instantiation of BS-Spanish and BA-Spanish will be able to finish their degree in accord with the current University Bulletin.</u></p>	
Will another degree program replace the one suspended/deleted?	<p><u>No, we will simply maintain a BA in Spanish with the 3 options that are currently under review.</u></p>	
Will courses connected with the program be dropped?	Yes* <input type="checkbox"/>	No <input checked="" type="checkbox"/>
*If Yes, forms for dropping a course(s) must be attached.		

¹ Suspensions/deletions are made effective for the semester following approval. No suspension/deletion will be made effective unless all approvals, up through and including Board of Trustees approval, are received.

PROGRAM SUSPENSION/DELETION FORM

Signature Routing Log

General Information:

Proposal Name: Spanish Studies BS

Proposal Contact Person Name: Dr. Alan V. Brown Phone: 257-7093 Email: alan.brown@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Hispanic Studies, Faculty	2/08/2013	Alan Brown, DUS / 7-7093 / alan.brown@uky.edu	
Hispanic Studies, Chair	2 /12/ 2013	Ana Rueda, Chair / 7-7091 / rueda@uky.edu	
		/ /	
		/ /	
A&S EPC and Dean	2/26/13	Anna Bosch, Associate Dean / 7-6689 / bosch@uky.edu	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ²
Undergraduate Council	4/16/13	Joanie Ett-Mims	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

² Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

Brothers, Sheila C

From: Schroeder, Margaret <m.mohr@uky.edu>
Sent: Friday, January 08, 2016 12:29 PM
To: Brothers, Sheila C; Hippisley, Andrew R
Cc: Sandidge, Rosetta
Subject: Re: New Cmte Item SAPC_Deletion of Dramatics and Speech Education Teacher Certification Program

Proposed Deletion of Dramatics and Speech Education Program

This is a recommendation that the University Senate approve the deletion of the Dramatics and Speech Education Program, in the Department of Curriculum and Instruction within the College of Education.

There were no revisions to the proposal.

Best-

Margaret

Margaret J. Mohr-Schroeder, PhD | Associate Professor of STEM Education | [COE Faculty Council Chair](#) | [SAPC University Senate Committee Chair](#) | [University Senator](#) | Secondary Mathematics Program Co-Chair | [STEM PLUS Program Co-Chair](#) | [Department of STEM Education](#) | [University of Kentucky](#) | www.margaretmohrschroeder.com





December 15, 2015

Dr. Andrew Hippisley
Chair, Senate Council
University of Kentucky
203 Main Building
Lexington, KY 40506-0032

College of Education
Office of the Dean
103 Dickey Hall
Lexington, KY 40506-0017
859 257-2813
fax 859 323-1046
www.education.uky.edu

Dear Dr. Hippisley:

Thank you for meeting with Associate Dean Rosetta Sandidge and Dr. Margaret Mohr-Schroeder, chair of the College of Education Faculty Council and chair of the Senate's Academic Programs Committee, on Friday to discuss next steps with deleting the Dramatics and Speech Education program in the College of Education. As I understand the process, we need to verify that the program is no longer an active program. As indicated in the original proposal that was submitted in 2005, admissions to the program were suspended in the early 2000s; therefore, we have not had students enrolled in the program since that time. Additionally, we do not have faculty resources to devote to a teacher certification program in this area.

In Kentucky, a teacher certification program must be approved by both the University of Kentucky and the Education Professional Standards Board for students to be eligible for a teaching certificate through completion of the program. At the same time the request was made to delete the program through university channels in 2005, the college requested that the program be withdrawn as an approved program through the Education Professional Standards Board signifying to the Board that UK would no longer be recommending candidates for teacher certification in Dramatics and Speech Education. Thus, candidates completing the program, if it were active, would no longer be eligible for teacher certification if they completed the university degree program.

The situation with the program remains the same today. I support the deletion of the Dramatics and Speech Education program in the College of Education. If you have additional questions, please let me know.

Sincerely,

A handwritten signature in blue ink that reads "Mary John O'Hair".

Mary John O'Hair
Dean and Professor

c: Dr. Margaret Mohr-Schroeder, Chair, Senate's Academic Programs Committee



College of Fine Arts
Office of the Dean
202 Fine Arts Building
Lexington, KY 40506-0022

administration 859 257-1707
student affairs 859 257-1709
integrated business unit 859 257-8182
fax 859 323-1050

<http://finearts.uky.edu>

December 17, 2015

Dr. Andrew Hippisley
Chair
Senate Council
University of Kentucky
203 Main Building
Lexington, KY 40506-0032

Dear Dr. Hippisley:

Dr. Margaret Mohr-Schroeder, chair of the College of Education's Faculty Council and chair of the Senate's Academic Programs Committee, has provided a description for me of the request of the College of Education to delete the Dramatics and Speech Education program and the history associated with this request. I understand that admissions to the program were suspended in the early 2000s and that students have not been enrolled in the program since that time.

As dean of the College of Fine Arts, I fully support the application of the College of Education to delete the Dramatics and Speech Education program. If you have questions, please let me know.

Sincerely,

A handwritten signature in blue ink that reads "Michael Tick".

Michael Tick, Ph.D.
Dean and Professor of Theatre

c: Dr. Margaret Mohr-Schroeder, Chair, Senate's Academic Programs Committee
Nancy Jones, Chair, Department of Theatre
Jane Johnson, Director of CFA Student Affairs

DEC 21 2005

SUSPENSION/DELETION OF A PROGRAM

College _____ Education _____ Date 9/15/2005

Department (Unit) Curriculum & Instruction MAJOR CODE SEDS

Name of Program Dramatics & Speech Education CIP B23.1001.02

Nature of action (mark one) Suspension Deletion

Reason for suspension/deletion

The last graduates in the SEDS major finished in 1998; the certificate area has been absorbed by the English Education major (SEEE) and the Master's with Initial Certification.

What provisions are being made for students already in the program?

The major has had no students in it since 2000.

Will another degree program replace the one suspended or deleted? Yes No
If yes, please describe the new program.

Will courses connected with the program also be deleted? Yes No
If yes, forms for dropping a course or courses should be attached.

Date at which suspension/deletion will take effect. Immediately upon approval.

Signatures of Approval

[Signature]
Department Chair

9/15/05
Date

[Signature]
College Dean

10/4/05
Date

[Signature]
Undergraduate Council

12-13-05
Date

Graduate Council

Date

Academic Council for Medical Center

Date

Senate Council

Date

UNIVERSITY SENATE ROUTING LOG

Proposal Title:

Name/email/phone for proposal contact:

Instruction: To facilitate the processing of this proposal please identify the groups or individuals reviewing the proposal, identify a contact person for each entry, provide the consequences of the review (specifically, approval, rejection, no decision and vote outcome, if any) and please attach a copy of any report or memorandum developed with comments on this proposal.

Reviewed by: (Chairs, Directors, Faculty Groups, Faculty Councils, Committees, etc)	Contact person Name (phone/email)	Consequences of Review:	Date of Proposal Review	Review Summary Attached? (yes or no)

Courses and Curricula Committee Meeting
September 26, 2005
122 Taylor Education Building
1:00-2:00

Meeting called to order at 1:00 p.m. Members present were Tricia Ferrigno (EDL), Kim Miller (KHP), Doug Smith (EDC), Alan DeYoung (EPE), Ted Hasselbring (EDSRC), Keisha Love (EDP) and Associate Dean Rosetta Sandidge (ex-officio). Administrative Associate Jason Horger took notes.

New Business:

- **Election of Vice-Chair**

The committee elected to table this decision.

- **Application for Change in Existing Course: EDS 645**

Dr. Hasselbring from the department of Special Education and Rehab Counseling (EDSRC) explained that this course change altered the language of the course description to incorporate universal design.

--The proposal PASSED unanimously.

- **Deletion of a Program: Dramatics & Speech Education**

Dean Sandidge explained that there have been no students in this undergraduate major for at least five years. In Kentucky, the teacher certification in this area has been absorbed by the English Education certificate.

--The proposal PASSED unanimously.

- **Deletion of a Program: Gifted Education**

Dean Sandidge explained that the program, which was quite active in the mid-eighties, is co-sponsored by two departments: Curriculum & Instruction (EDC) and Educational Counseling & Psychology (EDP). With departures of certain program faculty, no one in either department is willing or able to chair the program. Dr. Ferrigno pointed out that across the state there is a demand for teachers and administrators certified in this area, that the current program might be remade to accommodate current educators. Dean Sandidge echoed Dean Cibulka's concerns about the program when she cited the CPE's concerns about keeping programs with low (in this case, no) enrollment, and full-time faculty teaching loads. Dr. Ferrigno expressed an interest in researching the need for an endorsement program in this area, as well as current certificate regulations and the logistics for delivering the curriculum of a reconfigured program.

--The committee elected to table the proposal until the next meeting.

Meeting adjourned at 1:40 pm.

NEXT MEETING: October 31, 2006, 1:30 PM @ TEB 122.

**Minutes of the Regular College of Education
Faculty Meeting
October 4, 2005
Taylor Education Building Auditorium**

Call to Order... members present: 40

Dean Jim Cibulka called the meeting to order at 2:33 pm.

Action Items:

Courses and Curricula Courses and Curricula Committee Chair Kim Miller presented action items for faculty approval.

EFD 791 Application for New Course: EDC 601 “Theories, Perspectives, Trends & Issues in Multicultural Education”

This course provides students with a critical analysis of multicultural education theories, perspectives, current issues, and trends. Students will develop the competencies needed to write scholarly literature reviews, identify areas in multicultural education needing further research studies, and submit papers for review and presentation at professional meetings.

Action of the faculty: Approved

EFD 838 Application for Change in Existing Course: EDS 645 “Hypermedia Development for Special Education”

The change in content is to provide a theoretical foundation of instructional design and incorporate principles of universal design.

Action of the faculty: Approved

EFD 839 Deletion of a Program: “Dramatics and Speech Education”

The last students in the SEDS major finished in 1998; the certificate area has been absorbed by a certificate in English Education.

Action of the faculty: Approved

Announcements:

1. The next Courses and Curricula meeting will be held on October 31, 2005 in Taylor 122. Due date for submission of materials for review is Monday, October 24, 2005.
2. On Tuesday, October 18, 2005, in conjunction with the monthly meeting of the Student Teacher Supervisors, there will be a lecture *Challenges in Teaching about Sexuality and HIV/AIDS: A South African Perspective* by Jean Baxen, visiting professor from the University of Cape Town. This event will be held in the Taylor Education Building Auditorium.
3. NCATE preparation. Dr. Sandidge reported that twelve members of the NCATE Steering Committee attended an NCATE orientation in Washington, DC, Sept 30 – Oct. 2.. During this meeting there was an opportunity for the committee to begin planning for the NCATE visit in 2007. The next steps in the unit’s NCATE preparation will be the formation of standards-specific workgroups. Dr. Sandidge also discussed the importance of NCATE Standard II, which deals with the unit assessment system. She ended with a discussion of general concerns about how well the advanced preparation programs are being documented and assessed.

4. Interdisciplinary PhD program. Dr. Anderman said that departments intending to submit materials for the College's Interdisciplinary PhD program prospectus are encouraged to do so as soon as possible. He indicated that at a meeting he attended at AERA concerning doctoral programs, he found that national groups are currently very interested in doctoral programs that will prepare future education researchers. It was his impression that our proposed interdisciplinary doctorate is right on target.
5. Diversity. Diversity goals have been widely discussed on campus. Dr. Cibulka affirmed the centrality of encouraging and promoting diversity in the College of Education. He suggested that the college will revitalize the inclusiveness committee perhaps with a new name and mission statement.
6. Dr. Cibulka reminded the faculty that Dr. Todd, President of the University of Kentucky will address the College of Education faculty at the November 8, 2005 faculty meeting. Faculty are encouraged to review Dr. Todd's top 20 business plan presentation (available on the UK website) prior to the meeting.

Adjournment

The meeting was adjourned at 3:10 p.m. The next meeting will be November 8, 2005.

Brothers, Sheila C

From: Newman, Melissa C
Sent: Friday, February 01, 2008 10:14 AM
To: Brothers, Sheila C
Subject: RE: Program Deletions

Well I did get a "few" more responses and no one indicated any problem with any of the proposals before the committee.
Melissa

A.
Proposed Department Name Change for Dept of Education and Counseling Psychology
Support unanimous

B.
Proposed Program Deletion: College of Education - Dramatics and Speech Education

Proposed Program Suspensions: College of Education -

- Secondary Spanish Education
- Secondary German Education
- Secondary French Education
- Secondary Classics Education

Support unanamoous

C.
Proposed new center: Center for Muscle Biology

Support unanimous

Brothers, Sheila C

From: Schroeder, Margaret <m.mohr@uky.edu>
Sent: Wednesday, January 20, 2016 1:48 PM
To: Brothers, Sheila C; Hippisley, Andrew R
Subject: GC: C3 Teaching & Learning Certificate
Attachments: C3 Certificate_January 19_2016_final.pdf

Proposed New Graduate Certificate: College, Career, and Civic Life (C3) Teaching & Learning Certificate

This is a recommendation that the University Senate approve the establishment of a new Graduate Certificate: College, Career, and Civic Life (C3) Teaching & Learning Certificate, in the Department of Curriculum & Instruction within the College of Education.

The revised proposal is attached.

Best-

Margaret

Margaret J. Mohr-Schroeder, PhD | Associate Professor of STEM Education | [COE Faculty Council Chair](#) | [SAPC University Senate Committee Chair](#) | [University Senator](#) | Secondary Mathematics Program Co-Chair | [STEM PLUS Program Co-Chair](#) | [Department of STEM Education](#) | [University of Kentucky](#) | www.margaretmohrschroeder.com



Title: College, Career, and Civic Life (C3) Teaching & Learning Certificate

I. Overview

The College, Career, and Civic (C3) Framework for Social Studies State Standards was published in September 2013. This document was developed to guide State Departments of Education in developing new and more ambitious social studies standards that focus on inquiry in the four core disciplines of social studies including civics, economics, geography, and history with an emphasis on the civic outcomes of schooling. From its inception, the participants in the C3 project knew that to usher in an ambitious new era in social studies education, more than just standards were required. State-wide and classroom based assessments need to evolve to overcome current shortcomings; instructional materials and resources need to be either aligned or developed to assist teachers in promoting inquiry and facilitating students in taking action; new teacher standards need to recognize the C3 approach to teaching and learning; and, in order to move the needle, professional development around the C3 Framework needed to be plentiful. In other words, the success of the C3 Framework will lie in its *implementation*.

A national leader in education, the state of Kentucky is paving the way for the C3 Framework to take hold across the Commonwealth. New social studies standards anchored in the inquiry arc of the C3 Framework are due to roll out in September 2015. These new standards will be accompanied by new statewide assessments that measure the kinds of inquiry and disciplinary skills that are the cornerstone of the C3. In order to align classroom experiences with this new wave of reform, in-service teachers will need opportunities to improve their instructional practice in collaboration, communication, technology, critical thinking, problem solving in K-12 classrooms. We have polled interest from many of our constituents in P-12 education, statewide and nationally, and the demand for a College, Career, and Civic Life (C3) Teaching & Learning Certificate is high. This C3 Certificate combines required C3 Framework Foundations and Assessment components with Specialty Electives, representative of cutting edge innovative pedagogy. The C3 Certificate will also be a pathway to more robust P-12 clinical placements with highly experienced teachers connected to pre-service teachers in our College of Education Programs. Moreover, the Certificate work will be critical to clinical professional development for practicing teachers, who need to demonstrate competencies in 21st century innovative practices for next generation social studies classrooms.

II. Certificate Course Content

The C3 Certificate will require 9 credit hours of coursework—or 3 graduate classes. Students will be required to take two foundational courses (EDC 732 and EDC 724) and then select one specialty course from the options below (EDC 733, EDC 777, EDC/EPE 554).

Coursework, assignments, and program outcomes will be designed to have real-life implications and should occur in authentic settings (e.g., classroom projects should not be constructed for hypothetical settings but for the schools and districts with which the teachers are associated). Coursework is designed around content standards, leadership, and innovative technologies. In

this way, the focus of the C3 Certificate coursework should allow for tangible demonstrations of knowledge and practice validated through rigorous research methods.

Course	Course Number	Content	Semester Offered	Credit hours
Required Foundations of C3 Certificate				
(2 Foundations + 1 Specialty Course Choice)				
Curriculum Design for Learning and Leading K. Swan	EDC 732	This course is designed to provide experienced teachers with an in-depth experience with the C3 Framework and the new Kentucky social studies standards. The focus of the course will be in learning the Inquiry Design Model (IDM), a unique approach to curriculum design using the C3 Framework's inquiry arc. Students will focus on three major components of IDM, use of questions, assessment tasks, and disciplinary sources to build curriculum that will be piloted and tested in their classrooms.	Fall	3
Guiding & Analyzing Effective Teaching K. Swan	EDC 724	This course is designed for experienced teachers who aspire to become leaders in their school community, to mentor colleagues (e.g., induction year teachers in the MIC program), to apply for National Board Certification or to become curriculum leaders in their districts. The goals of the course are to: (a) help participants assess needs in their school communities, and develop a plan for addressing them, (b) hone their action-research methodology skills, (c) analyze school assessment data, (d) strengthen instructional expertise, and (e) build collaborative relationships with colleagues. Through the course, these experienced practitioners will develop strategies to analyze and address school needs through collaboration in peer groups.	Spring	3

Specialty Courses				Credit Hours
Select 1				
Leadership in Advanced Instructional Practice K. Swan	EDC 733	This course is designed for experienced teachers who will apply their knowledge of the C3 Framework design in a real-life setting. The work setting will be selected based on the professional goals of each student and student work will be supervised and reviewed by the faculty coordinator.	Fall	3

<p>Special Topics in Curriculum and Instruction: Multicultural Curriculum and Teaching</p> <p>R. Crowley</p>	EDC 777	<p>This course is designed to provide experienced teachers with critical understandings of educational inequity and knowledge of how curriculum and pedagogy can be used to promote social justice and inclusion of diverse race, class, gender, sexual identity, ability status and other historically marginalized groups. The course will trace the historic roots of educational inequality as well as contemporary efforts at reform including multiculturalism, culturally relevant pedagogy, critical race theory, critical whiteness studies, and others.</p>	Fall or Spring	3
<p>Culture, Education and Teaching Abroad</p> <p>L. Levstik</p>	EDC/EPE554	<p>The purpose of this course is to identify and apply concepts and theories of intercultural communication and cross-cultural adaptation, recognize and adapt to cultural variation, prepare for living and working cross-culturally, develop instructional strategies for teaching about cultural pattern and variation, and to act as a cultural mediator among diverse populations in educational settings.</p>	Fall or Spring	3
<p>Social Media and Design of Interactive Systems</p> <p>J. Mazur</p>	EDC 709	<p>The purpose of this course is to examine the growing research and design literature for on-line communities and networked learning group that support cooperative, collaborative and social instructional activities. Framed by concepts from Activity Theory, Social Networking Theory and Social Learning Models students will read current books, research articles and be introduced to research methods and tools (such as tracking utilities and on-line data collection) for examining on-line communities. Students will design and collect data for an original research project as part of required coursework.</p>	Fall (Biennial)	3

Integration and Use of Instructional Media G. Swan	EDC 544	This course addresses the use and integration of educational technologies in classroom instruction. Integration and use of media is examined through the use of Universal Design for Learning framework and Cognitive Load theory.	Fall	3
Advanced Specialty Course Elective	600XX	Option for additional specialty elective WITH prior permission of Certificate Director/Advisor	Any	3

Below are the C3 Certificate Learning Outcomes and signature assignments that will gauge those outcomes.

C3 Certificate Learning Outcomes	Evaluation/Assessment
Students will develop a pedagogical knowledge of the C3 Framework inquiry arc through the Inquiry Design Model (IDM) and its application in a school setting.	Assessment: A curriculum development project in a social studies discipline that is designed, implemented, and refined through an iterative design process. A rubric will be used to assess the development of curriculum.
Students will analyze theories and practices related to teaching, learning, mentoring and leading to develop strategies for guiding teacher growth.	Assessment: Mentoring case study--The purpose of the case study is to provide students with an opportunity to practice using the strategies introduced in class (e.g., observing and conferring with a colleague). To complete the task, students will <i>study</i> a colleague's teaching practice and discuss the findings in a written report (approximately 8 – 10 pages). Students will work with a teacher or teacher candidate within the MIC pre-service social studies program. A rubric will be used to assess the development of

	the case study.
Students will develop a content specialty within the C3 Certificate Program that enhances their teaching of social studies.	Assessment: Major project from the Select Specialty Course.

III. Certificate Director

Dr. Kathy Swan will serve as the Certificate Director. Dr. Swan is a Professor of Curriculum & Instruction and has developed a full time robust doctoral cohort and chaired several doctoral committees. Graduates of the cohort have been placed at Research 1 institutions. Swan has also served as a Director of Next Generation Teacher Preparation and Program Chair for the Masters with Initial Certification Program in Social Studies.

IV. Faculty of Record

The Faculty of Record will be Dr. Kathy Swan, Dr. Linda Levstik and Dr. Ryan Crowley, Dr. Joan Mazur and Dr. Gerry Swan. All faculty are members of the Graduate Faculty. Upon the first convening of the Faculty of Record, they will need to decide how to replace faculty that leave the certificate program.

V. Certificate Completion

As per the Graduate School Certificate Guidelines, students must maintain a 3.0 grade in all certificate courses to successfully complete the required coursework and be awarded the Certificate.

VI. Admissions Criteria

Program faculty do not use any single criterion for admissions decisions. We consider GRE scores (GRE exam must have been taken within the last 5 years), grade point average (minimum of 2.75 undergraduate and 3.0 graduate), letters of recommendation, previous professional and life experiences, diversity-related experiences, career goals, research interests, and “fit” with overall program focus and faculty expertise.

VII. Resources

There are no additional resources needed for this certificate. Courses already exist—we are simply bundling them so that they are more cohesive. We have adequate classroom space to

accommodate additional students in Certificate. Delivery of courses are mostly face-to-face but some are hybrid. The hybrid courses allow for synchronous meetings in addition to face-to-face. Students in the Certificate program work full time and will need alternative delivery methods to accommodate their very busy schedules.

VIII. Program Assessment

The Graduate Certificate in *College, Career, and Civic Life (C3) Teaching & Learning Certificate in Social Studies* will be assessed both quantitatively and qualitatively. First, with respect to quantitatively, we will assess the number of new applications to the C3 Certificate. We conservatively hope to have at least **15** new enrollees every other year, with the exception of the first year or two when the certificate is new. Furthermore, we will assess the number of certificates awarded. Measures of success include a completion rate (within 3 years of initiating the certificate) of at least 85%. We will additionally measure time to completion of the certificate, courses most frequently enrolled in by certificate students, and courses requested to meet certificate requirements. These assessments will serve to improve course offerings and may facilitate the development of additional courses. Finally, the College of Education performs a self-study and assesses programs and courses for accreditation (NCATE/CAEP). Assessment of curriculum for this certificate will coincide with those initiatives.

If the C3 Certificate is consistently not meeting our enrollment goals, we will convene an external panel consisting of faculty in the College of Education to help identify potential students and improvements to the offerings (e.g. course times, delivery modes) of the certificate.

IX. Targeted Audience

The targeted audience for this certificate is practicing social studies teachers in the state of Kentucky. Currently we have a pilot group of students working through the sequence of classes. Of the 15, 10 are practicing teachers, 3 work for the Department of Education, and 2 are full time doctoral students. The practicing teachers are from six different high schools and from four school districts (Fayette, Scott, Woodford, and Jefferson). All 10 teachers are in social studies departments. Within the 15 students, 6 are male and 9 are female. 14 are Caucasian and 1 is Asian American. In terms of teaching experience, students range from 2 to 15 years of teaching experience. We clearly want to recruit a diverse body of students from a range of schools and backgrounds and will look to do so in future cadres.

X. Projected Enrollment

There are currently 15 students in a pilot for this certificate. We hope to recruit a new cadre every two years given current staffing patterns and the 3-course sequence students need to obtain certificate.

	2015-2016	2017-2018	2019-2020
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Students in C3 Certificate	15	15	15
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SIGNATURE ROUTING LOG

General Information:

Proposal Type: Course Program Other
 Proposal Name¹ (course prefix & number, pgm major & degree, etc.): C3 Certificate
 Proposal Contact Person Name: Kathy Swan Phone: 257-1893 Email: kswan@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Curriculum and Instruction	3.3.15	Laurie Henry / 257-7399 / lauriehenry@uky.edu	
Courses & Curricula Comm	3/24/15	Doug Smith / 7-1824/dcsmit1@uky.edu	
College of Education	4/21/15	Rosetta Sandidge / 7-7970 / rosetta.sandidge@uky.edu	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ²
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

Minutes of Courses and Curricula Committee Meeting
College of Education
March 24, 2015, 9:00-11:00 a.m., 122 TEB

Committee chair Doug Smith called the meeting to order. Attendees included: Molly Fisher, Bob McKenzie, Justin Nichols, Doug Smith, Rosetta Sandidge (ex-officio), Martha Geoghegan (ex-officio), (Wayne Lewis sent feedback for discussion).

1) Department of Educational, School, and Counseling Psychology – Proposal to indicate school psychology on the degree. Molly Fisher moved approval and Bob McKenzie seconded. The intent of the proposal is to reflect the school psychology major on candidates' diplomas. Currently, their diploma is referenced as educational psychology. The proposed change applies only to school psychology. Concern was expressed about wiping out education psychology using the wording on current form. Identify by CIP code for educational psychology only and school psychology only. Jeff Reese will make changes to forms and send to Martha. Approved.

2) Department of Curriculum and Instruction – Proposal for Program Change
The proposal requests a change to the statistics course offering in the Middle Level Education Program. The requested change involves replacing STA 291 with STA 296 as a result of the College of Arts and Sciences eliminating STA 291 and implementing the UK Core-certified STA 296 in its place. Molly Fisher moved approval and Justin Nichols seconded. Approved. No discussion.

3) Department of Curriculum and Instruction – Proposal for New Certificate Program
Proposal is for creation of a new College, Career, and Civic Life (C3) Teaching & Learning Certificate. Bob McKenzie moved approval and Molly Fisher seconded. The proposed certificate program is based on new social studies standards and would provide continuing education for MIC graduates who already have master's degrees and Rank II. Unanimously approved.

4) Department of Early Childhood, Special Education, and Rehabilitation Counseling – Study Abroad Proposal
Proposal is to offer EDS 516 *Principles of Behavior Management and Instruction*, an existing course, as a study abroad course in Guatemala. The proposal is submitted by Lee Ann Jung. Bob McKenzie moved approval, Doug Smith seconded. Need more specific information in cover letter. Friendly amendment to include time, when, where, why? Martha will ask Lee Ann to expand behind the cover page. Unanimously approved with friendly amendment.

5) Department of Kinesiology and Health Promotion – Major Course Change Request
The proposal is to offer KHP 577 *Practicum in Kinesiology and Health Promotion* as a distance learning course. Molly Fisher moved acceptance, Bob McKenzie seconded. Wayne (in abstention) questioned variable credit in proposal. Conflicting information regarding course credits/variable credit. Sections g and h -- are there changes? Or does this stay the same? Decision to table until additional information is obtained from Stephanie Bennett, course instructor.

6) Department of Kinesiology and Health Promotion – Major Course Change Request

The proposal is to offer KHP 673 *Health Promotion and Behavior Change* as a distance learning course. Bob McKenzie moved approval and Justin Nichols seconded. Approved unanimously.

7) Department of Kinesiology and Health Promotion – Major Course Change Request

The proposal is to offer KHP 677 *Planning Health Promotion Programs* as a distance learning course. Bob McKenzie moved approval and Justin Nichols seconded. Approved unanimously.

Meeting adjourned. The next meeting is scheduled for April 21, 2015.

**Minutes of Curriculum and Instruction Department Meeting
March 3, 2015**

Members present: Gary Anglin, Sharon Brennan, Tonya Brooks, Elinor Brown, Susan Cantrell, Janine Cline, Ryan Crowley, Regina Dawson, Jeanette Groth, Laurie Henry, Linda Levstik, Christine Mallozzi, Joan Mazur, Betty McCann, Kristen Perry, Margaret Rintamaa, Rosetta Sandidge, Kathy Swan, Doug Smith, Kim White

Members absent: Janice Almasi, Les Burns, George Hruby, Huajing Maske, Mary Shake, Gerry Swan, Mary Ann Vimont

Approval of Minutes

Joan Mazur moved to approve the February 2015 minutes and Linda Levstik seconded it. Motion passed.

Announcements and Recognition Items

- Perry, K.H. & Homan, A. (2015). "What I Feel in My Heart": Literacy Practices of and for the Self Among Adults With Limited or No Schooling. *Journal of Literacy Research*, p. 1-33.
- Watson, J., Mazur, J. & Vincent, S. Youth-driven Youth-Adult Partnerships: A Phenomenological Exploration of Agricultural Education Teachers' Experiences. (2015-1001) has been accepted for publication in the *Journal of Agricultural Education*.
- On behalf of Mary Ann Vimont, Dr. Henry announced two items:
 - The Teachers Who Made a Difference event is scheduled for Saturday, April 18, 9:30 a.m. – 12:00 p.m., in the Student Center. Coach Mitchell will host the event this year.
 - The Student Teaching Reception is scheduled for Wednesday, May 6, 5:00-6:30 p.m. at King Alumni House. All student teachers graduating in May are invited to attend.

Departmental Updates

Budget Office-Tonya Brooks

- Tonya reminded faculty to send her any updates to the DOE for this fiscal year.
- UK is preparing to roll out the Affordable Care Act for part-time employees effective July 1. It will affect our part-time instructors and STEPS employees hired through the department and grants. Cost of services (phone, custodial services, etc.) will likely increase.

Office of Graduate Studies-Betty McCann

- The Graduate Students calendar has been updated.
- Olivia Snider, a new work-study student hired to help the graduate studies office, will start work next week in 305 DH. Olivia is a first-year graduate student in College of Law. She also can be utilized by faculty to assist with projects.

Main Office-Janine Cline & Laurie Henry

costs associated with accreditation, the capacity of CAEP to implement the accreditation system and the representativeness of the CAEP governance structure.”

This statement has caused some concern because of the CAEP visits coming up in the near future.

Old Business

Webpage Updates-Laurie Henry

Robert Brown will be in 335 DH working on webpage updates on Monday, Tuesday and Thursday afternoons. We will focus on content now and design later. Please make sure program information is accurate. Dr. Henry would like the updates completed by the end of the spring semester, if possible.

New Business

C3 Teaching and Learning Certificate-Kathy Swan

The avenues for students to return to C&I to get their Rank I or doctorate are there, but this certificate will simplify the process. It will also create the opportunity for faculty to teach graduate level courses.

Inservice teachers are looking for a variety of opportunities. They would like to use their credits they've accumulated as cooperating teachers in a productive way and gain additional experience outside of their schools. They could work toward a certificate in an area of concentration, which is a 3-course cadre (EDC 732, EDC 724, and a specialty course), or continue on to a Rank I or a doctorate.

The certificate could be replicated. Other professors have expressed interest in creating a cadre in their particular field. It is a model to do something different and innovative in C&I and invest in ourselves.

Doug Smith moved to approve the C3 Teaching and Learning Certificate Program. Joan Mazur seconded it.

Further discussion followed supporting the passing of the C3 certificate program. Dr. Levstik called the question.

Motion passed.

Rank I-Kathy Swan & Joan Mazur

Joan Mazur and Kathy Swan have been working on the Rank I program in the department, refashioning it while keeping the existing program. They are calling it PRO-Teach (Teach like a PROfessional). Teachers in this type of cohort are moving toward a professional status. They will be working on this over the next month and will discuss it further at the next department meeting.

University Level Committees-Laurie Henry

Tuesday, January 12, 2016 at 3:21:10 PM Eastern Standard Time

Subject: C3

Date: Tuesday, January 12, 2016 at 2:46:43 PM Eastern Standard Time

From: Crowley, Ryan

To: Swan, Kathy

Dear Kathy,

I am aware of the C3 Certificate for Social Studies and I have agreed to serve as faculty of record.

Ryan Crowley

--

Ryan M. Crowley, Ph.D.
University of Kentucky
Curriculum & Instruction
339 Dickey Hall
Lexington, KY 40506
(859) 257-3158
(512) 773-7856
ryan.crowley@uky.edu

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Department of Curriculum and Instruction
345 Dickey Hall
Lexington, KY 40506
llevs01@uky.edu
1/13/16

Dear Professor Swan:

I am aware of the C3 Certificate for Social Studies and I agree to serve as faculty of record.

Linda S. Levstik,

A handwritten signature in black ink, appearing to read "Linda S. Levstik", written over a light-colored rectangular background.

Professor, Social Studies
Department of Curriculum and Instruction

Tuesday, January 12, 2016 at 11:11:57 AM Eastern Standard Time

Subject: C3 Certificate

Date: Tuesday, January 12, 2016 at 11:05:39 AM Eastern Standard Time

From: Swan, Gerry M

To: Swan, Kathy

Professor Kathy Swan,

I am aware of the C3 Certificate for Social Studies and I have agreed to serve as faculty of record.

Gerry

Gerry Swan
Associate Professor of Instructional Systems Design
Assistant Dean of Program Assessment
University of Kentucky
gerry.swan@uky.edu
otisonline.org



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Tuesday, January 12, 2016 at 11:47:27 AM Eastern Standard Time

Subject: C3 Certificate Faculty Commitment

Date: Tuesday, January 12, 2016 at 11:40:13 AM Eastern Standard Time

From: Mazur, Joan

To: Swan, Kathy

Dear Kathy,

I am very supportive of the C3 Certificate for Social Studies and I have agreed to serve as faculty of record.

Best, Joan Mazur, Professor
Curriculum & Instruction

Page 1 of 1

EDC 733: Leadership in Advanced Instructional Practice
Summer/Fall 2011
Location and Time TBA

Instructor: Dr. Kathy Swan
Instructional Assistant:
Office Hours: By appointment
Phone/Email: (859) 257-1893
kswan@uky.edu

Dates and Times:

Room:

Course Overview and Goals

This course is designed for experienced teachers who aspire to become leaders in their school community, to mentor colleagues (e.g., induction year teachers), to apply for National Board Certification or to become curriculum leaders in their districts.

As experienced practitioners, course participants will be encouraged to bring their expertise and their wisdom of practice into the intellectual environment of the class and to examine and extend that knowledge using a rigorous theory to practice approach that emphasizes real-world problem-solving. We recommend that course participants complete the graduate curriculum and assessment courses as well as have two years teaching experience or permission of instructor prior to enrolling in this course.

The goals of the course are to: (a) help participants assess needs in their school communities, and develop a plan for addressing them, (b) hone their action-research methodology skills, (c) analyze school assessment data, (d) strengthen instructional expertise, and (e) build collaborative relationships with colleagues. Through the course, these experienced practitioners will develop strategies to analyze and address school needs through collaboration in peer groups.

Professional Standards Alignment

The course is structured to align with the following professional standards: the Kentucky Teacher Standards (KTS), SACS/CASI AdvancedED accreditation standards (SACS) for quality P-12 schools (to include stakeholder perspectives) as well as the Kentucky Teacher Leader Proposed Standards (KTLPS). The course work complies with indicators noted for evaluation of the Master's redesign submissions as noted in Regulation 16 KAR 5:0101

Section 12 and the Master’s redesign guidelines as approved by the EPSB, 2007. (Note: The website links for all these sets of standards and the KAR are included in the reference list for this course proposal).

KTS - Emphasis on Standards: 1 - Applied Content Knowledge, 2 - Design/Plans Instruction, 5 - Assesses/Communicates Learning Results, 7- Reflects and Evaluates Teaching & Learning, 8 - Collaboration, 9 - Evaluates Teaching and & Implements Professional Development, 10 - Provides Leadership with School/Community/Profession.

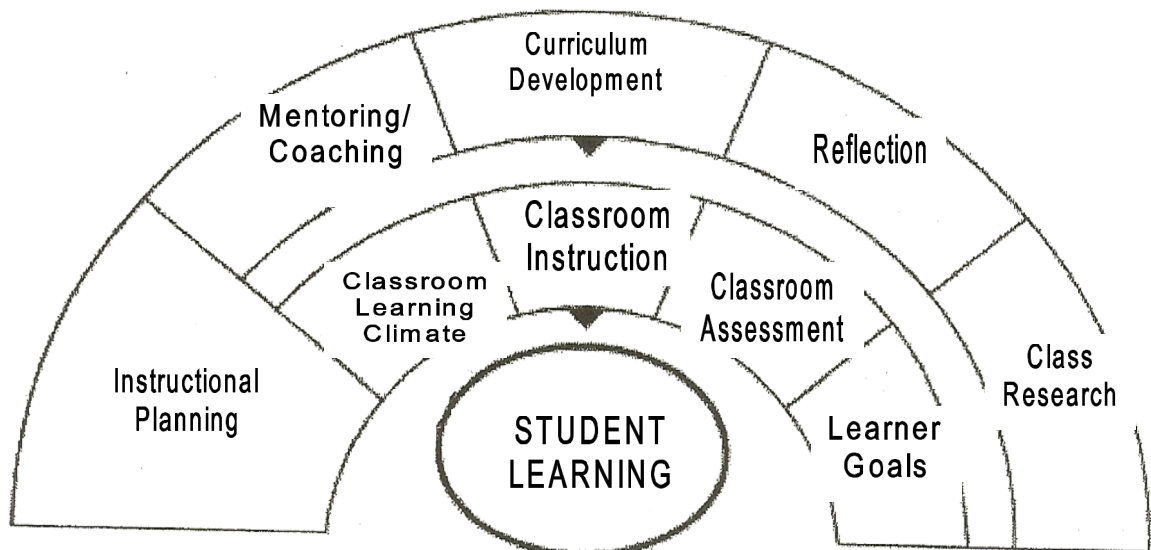
SACS – emphasis on Standards: 2 - Governance & Leadership, 4 - Documenting and Using Results & 6 - Stakeholder Communication & Relationships. Core Tasks 1 - Ensure Desired Results, 2 - Improve Teaching & Learning, 3 - Foster a Culture of Improvement.

KTLPS – emphasis on Standards: 2 - Promoting Ongoing Professional Learning for Self & Others; 3 - Deepening the Instructional Capacity of Colleagues, 5 - Developing Communities of Professional Practice.

This course also complements standards promulgated by the Interstate School Leaders Licensure Consortium (ISLLC) and is designed to articulate with the University of Kentucky EDL Leadership Master’s program, in particular ISLLC Standard 2: facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders

Moreover, the course is structured to align with Kentucky’s leadership initiative and other programs at the university that are part of this initiative, particularly Educational Leadership. The arc below depicts the framework for classroom-based teacher leadership within which the course is organized. This framework complements and connects with the framework for school leadership used to structure the Educational Leadership program.

Framework for Classroom-Based Teacher Leadership



UK College of Education Professional Themes

This course will address the four themes of the conceptual framework for the UK professional education unit: ***research, reflection, learning, and leading***. You will be given the opportunity to review, analyze, discuss, and apply ***research*** from diverse perspectives in education, including professional scholarship and practitioner inquiry, in order to reflect on your own practices as you study, observe, and practice in learning communities. ***Reflection*** will also be integrated into your learning opportunities through the production of written essays and analyses of observation and teaching experiences to help you take advantage of the analytical and problem-solving skills that comprise critical professional reflection on your own teaching. This course emphasizes the commitment of the professional education unit to ensure that you travel your professional lives equipped for life-long ***learning*** as educators who will be active in ***leading*** colleagues in learning communities. The ultimate goal in addressing these four themes is to produce educational leaders who work together to improve learning among diverse populations and improve education in Kentucky and beyond.

Student Learning Outcomes

Participants in this course will:

- Learn how to build, support, and be contributing members of schools' learning communities that foster effective teaching practice and enhance learning outcomes for a diverse array of students.
- Develop skills using tools to effectively analyze practice (i.e. observational tools, lesson study techniques, dialogic critiques, peer/stakeholder negotiation, classroom-based inquiry, etc).
- Develop skills required for evaluating teaching and providing positive, constructive feedback with colleagues/peers.
- Develop skills necessary for successful stakeholder collaborations.
- Plan for personal and collaborative professional development and reflection.

Grading

Participants' grades will be based on four assessment tasks and class participation as described below. These tasks will be assessed according to the level of thoroughness and the degree to which participants adhere to the assignment guidelines as well as standard language and reference conventions. Guidelines and assessment rubrics will be distributed in class for each assignment. In general, criteria used to grade assessment tasks include: comprehensiveness, coherence, cohesiveness, clarity, level of detail (e.g., inclusion of evidence and/or examples to support points), organization, application to practice and adherence to language and reference conventions. Written work should be generated in a word processing program, double spaced (12 point font), and paginated.

Participants may seek permission to revise and resubmit the first two formal tasks if (**and only if**): 1) they receive less than 75% of the total possible points for these tasks, and 2) they schedule a conference to discuss revisions. Revised work must be submitted within one week of the time the graded task is returned and must include a copy of the graded

draft. To receive any grade adjustment, there would need to be significant improvement regarding quality in the second submission.

Task	Distribution	Grading Scale
School Needs Assessment	20%	93 - 100% A
Peer Observation Report	10%	82 - 92% B
Action Research Proposal	20%	70 - 81% C
Interim Implementation Report	20%	
Final Evaluation Report	20%	
Class Participation	10%	

Course Policies

Regular, punctual attendance and active, thoughtful participation in all class activities are essential elements in the success of this course. Participants must actively contribute to class discussions in meaningful ways that respect diverse viewpoints. Participants must also comply with all university regulations regarding academic integrity.

Participants must complete reading assignments and submit written work according to the dates listed on the schedule. Late assignments, persistent absences and/or chronic tardiness may result in a reduction of the final grade. If a participant cannot attend a session, he/she should arrange for a classmate to collect material distributed.

Participants are expected to maintain high ethical standards at all times. Work submitted must be original. All references must be properly cited following the American Psychological Association (APA) format. Participants can access the APA guidelines at: <http://www.apastyle.org>. The University has established a clear policy governing plagiarism/cheating to ensure that high standards are maintained and equity issues are addressed (e.g., failing to cite the work of others, submitting work for more than one course). Violation of this policy has serious implications as outlined on the University website under *Code of Student Conduct*: <http://www.uky.edu/StudentAffairs/Code/part1.htm>

Disability Accommodation Information: Participants who have special needs or require accommodations of any kind, must register with the UK Disability Resource Center (Mr. Jake Karnes, 257-2754) that certifies need on an individual basis. Please let me know about your situation after the first class. When the accommodation is approved, the Disability Center will provide me with information regarding the accommodation and your needs that we will implement for your course work and participation.

Required Textbooks

General Texts: (for all participants)

Falk, B., & Blumenreich, M. (2005). *The power of questions: A guide to teacher and student Research*. Portsmouth, NH: Heinemann.

Katzenmeyer, M., & Moller, G. (2001). *Awakening the sleeping giant*. Thousand Oaks, CA: Corwin Press.

Lieberman, A., & Miller, L. (Eds.). (2008). *Teachers in professional communities: Improving teaching and learning*. New York: Teachers College Press.

Moss, P. (Ed.). (2007). *Evidence and decision making*. Hoboken, NJ: Wiley & Sons.

Content Specific Texts: (Customized according to students' discipline and content areas through consultation with the instructor.)

Barton, K., & Levstik, L. (2005). *Teaching history for the common good*. New York: Routledge.

Braunger, J., & Lewis, J. (2006). *Building a knowledge base in reading* (2nd ed.). Portland, OR: Northwest Regional Educational Laboratory; Newark, DE: International Reading Association; and Urbana, IL: National Council for Teachers of English.

Donovan, M., & Bransford, J. (Eds.). (2005). *How students learn: History, mathematics, and science in the classroom*. Washington, DC: National Academies Press.

Farstrup, A., & Samuels, S. (Eds.). (2002). *What research has to say about reading instruction*. Newark, DE: International Reading Association.

Delivery Format

This proposed course is designed as a hybrid extended workshop as follows. The class begins with a one-week intensive summer experience prior to the beginning of the fall semester. Online and distance learning instruction will be conducted throughout the fall semester as students continue to engage in course assignments and assessment tasks. During the fall semester two in-class meetings will serve as midpoint and final assessments of progress toward meeting course objectives. To meet the various professional development needs of teachers in schools, three 1 credit course modules will also be excerpted from EDC 733 course content and offered online through the UK College of Education Center for Professional Development. This innovative content delivery approach serves two purposes: (1) Continuing Education (CE) needs of public school teachers can take advantage of targeted modules for CE credit and to support classroom curriculum leadership objectives of Professional Growth Plans for experienced teacher leaders and, (2) Salient course content for EDC 733 will be available for use as modularized 'electives' for other leadership programs in the UK Teacher Leadership Initiative that can be customized strategically in their leadership programs. For example, graduate students in the EDL Leadership Master's program need electives. The Curriculum & Instruction leadership courses or the 1 credit course modules may be used to meet those requirements. The flexibility and ability to customize particular content aligns with the EPSB Master's redesign mandates.

Teacher leadership defined

For the purposes of this program, *teacher leadership* is defined in alignment with the accreditation standards for quality schools.¹ The intent is to bring together research and resources to prepare experienced teachers to thoughtfully analyze and take leadership roles in enhancing professional practice within school learning communities. Overall, school personnel and external stakeholders who commit to a shared purpose and direction and establish expectations for student learning in alignment with those purposes and directions, make more informed decisions about allocating time as well as human, material, and fiscal resources. This requires *distributed leadership*, including a shared commitment to the development of learning communities that:

- Encourage broad sharing of leadership roles
- Develop the analytical and interpersonal skills necessary to maintain and continually improve teaching and learning
- Develop disciplinary expertise
- Attention to student learning outcomes, curriculum development and analysis of learning outcomes
- Attend to school and community contexts
- Encourage shared responsibility for school improvement by all stakeholders
- Regularly evaluate the impact of changes on school and community cultures
- Ensure equity of learning opportunities
- Promote inclusiveness with all members of the community including teachers, students and parents
- Support innovation and foster a culture of improvement

¹AdvancED, a collaboration of the North Central Association Commission on Accreditation and School Improvement, the Southern Association of Colleges and Schools Council on Accreditation and School Improvement, and the National Study of School Evaluation, provides Accreditation Standards for Quality Schools.

Collaboration with School Partners

In accordance with requirements from the KYEPSB to include school partners, input from the CKEC, Fayette County Public Schools and SACS accreditation personnel are involved in the design and delivery of this course (e.g., feedback and online survey).

Distance Learning Considerations

Virtual Office Hours: TBA Telesupervision or Skype access also available.

Technology Requirements for the Course: Computer with Internet Access. Access to Digital Video Recording Devices (digital camera, digital video recorder, laptop webcams). Students

must have a UK AD account in order to access the BlackBoard course management system or the online modules available through the UK College of Education Center for Professional Development.

Instructor Contact Expectations: Students may expect to have responses to email inquiries, requests, etc. within 48 hours including weekend contacts.

Procedures for Resolving Technological Problems. Students are instructed to contact the UK Teaching and Academic Support Center (TASC) via web: www.uky.edu/TASC or phone 859-257-8272 and/or the Information Technology Customer Support Center via web: www.uky.edu/UKIT or phone 859-257- 1300.

Information on Distance Learning Library Services.

Via web access: www.uky.edu/Libraries/DLLS

DL Librarian: Carla Cantagallo, email: dlservice@email.uky.edu or phone: 859-257-0050 x2171 or 800-828-0439.

DL Interlibrary Loan Services:

http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

Assessment Tasks.

The major project for this course is an action research inquiry on a selected area of school improvement identified through a needs assessment task. The purpose of the project is to provide course participants with experience identifying a research problem, planning a course of action, and implementing and evaluating the action plan based on school needs. Course participants will work in teams of two to four as they implement their action research projects and observe each other teaching. Team members will serve as peer reviewers and support during the implementation and evaluation phase of the project. Each task represents a component of the course and will be assessed as part of the course grade. Assessment tasks are structured to build on one another; therefore, there will be no final examination per se.

Note: Assessment tasks will be completed through job-embedded, clinical/field experiences.

Needs assessment 20%

Conduct a needs assessment for your school community that focuses on AdvancED (SASC) leadership standards including (1) student learning/performance, (2) teacher effectiveness, (3) learning communities, (4) and school effectiveness. Then develop a summary report discussing needs identified through the assessment, one or two needs that will be targeted in the action research inquiry, and a rationale for selecting these particular targeted goals.

(Task addresses KTS 1, 5, 7, 10)

Observation Report (10%)

Conduct a classroom observation of a peer in your school community and submit a classroom observation report explaining the goal of the observation and the lesson, the instrument chosen for observation and the analysis of observational data. (KTS 7, 8, 10)

Action Research Proposal (20%)

Develop a plan of action for an inquiry into improving the targeted goal(s) in which you outline the research design. The plan must be testable and achievable within in the course time frame. Teacher and student data also must be collected during the inquiry and used to make both formative and summative assessments about the effectiveness of the plan. Include in the plan a clear, comprehensive description of the type of teacher and student data that will be collected and an explanation of how it will be collected and analyzed.

(Task addresses KTS 1, 2, 5, 7, 9, 10)

Interim Implementation and Evaluation Report (20%).

Implement the plan of action and evaluate progress on goal(s) at the mid point of the project. The evaluation must include a midpoint assessment that involves (1) feedback from a peer group review of methods and data analysis, and (2) a presentation to the class.

(Task addresses KTS 5, 7, 8, 9, 10)

Final Report and Presentation of Findings (20%)

Prepare and present your final implementation and evaluation report to your peers. The report should include the rationale for the study, key research questions, procedures, results, and implications for practice and an executive summary highlighting the findings. The report will accompany your final presentation to the class.

(Task addresses KTS 7, 9, 10)

Class Participation (10%)

Class participation will be assessed using criteria including attendance, prompt arrival to class meetings, meaningful contributions to discussions and timely completion of assignments and assessment tasks. Some assignments related to readings and class activities will be distributed in class. They are designed to promote reflection about course material and strengthen expertise. Reading assignments and associated tasks should be completed for class meetings as assigned. Participants are expected to draw key points and questions for discussion and critically analyze the merit of assignments with evidence to support analyses.

Sample Course Schedule

Initial, Intensive In-Class Meetings

During the intensive, one week initial phase of the course, participants will be introduced to all course components and practice skills associated with each component. Reading assignments for course will be customized to align with needs and disciplines of participants.

Day 1: Course overview

Day 2: Classroom-based action research and constructive teaching practices

Day 3: School needs assessment

Day 4: Peer observation

Day 5: Designing, conducting and evaluating action research

On-line Meetings

Discussion 1: Needs assessment preliminary results

Discussion 2: Crafting action research proposal

Discussion 3: Peer observation preliminary results

Discussion 4: Characteristics of successful school learning communities.

Fall In-Class Meetings

Mid-October mid-term Face-to-Face Meeting: Interim implementation report

Mid-December: Final report presentations and course wrap-up

Content Outline for Mentoring Course: Advanced Instructional Practice

1. Building and Supporting Professional Learning Communities (PLC) in Classroom Instructional Practice

1.1. The classroom as microcosm of the school's PLC

1.2 Curriculum development in professional learning communities
(collaborative frameworks to meet group goals)

2. Analysis of Classroom Practice

2.1 Observation skills and frameworks for analysis of classroom practice

2.2 Lesson study techniques

2.3 Mentoring and coaching

2.2.1 Feedback and critique

2.2.2 Dialogic learning

3. Peer and stakeholder negotiation

3.1 The community and the classroom – positive interaction and dialogue

3.2 Parental involvement in student learning

3.3 Parental involvement in classroom instruction/volunteers

4. Evidence-based design making for advanced classroom practice

4.1 Generating formative and summative data to analyze classroom practice through student learning outcomes

4.2 Tools for analysis – frameworks for deciding on correctives and interventions to improve student learning outcomes

4.3 Action research as a source for evidence-based decision making in classroom practice

4.3.1 Selecting an action research topic/formulating research questions

4.3.2 Design an action research project

4.3.3 Analyzing classroom data

4.3.4 Translating action research results into improved classroom practice and student learning

5. Professional Growth via Reflection on Classroom Instructional Practice

4.1 Frameworks for reflection

4.2 Reflection as a tool for assessment of student learning

4.3 Professional development through advanced analysis of classroom practice

**EDC 724: Guiding and Analyzing Effective Teaching
University of Kentucky, College of Education**

Dept. of Curriculum and Instruction

Instructor: Dr. Kathy Swan

Instructional Assistant:

Office Hours: By appointment

Phone/Email: (859) 257-1893
kswan@uky.edu

Dates and Times:

Room:

This course designed is for educators who are preparing to supervise teachers and who wish to analyze their own practice. Research, policies, and trends are examined and practices analyzed in the context of how to promote effective teaching. Principles apply to elementary and secondary education.

Course Goals, Content, Learning Outcomes:

The overarching goal of the course is to help participants: examine issues related to teacher effectiveness, leadership and mentoring, consider teaching practice in relation to learning outcomes, and strengthen expertise guiding and assessing the progress of novice teachers. During the course, we address questions about what it means to be an effective practitioner, mentor, leader and teacher-researcher in contemporary schools. Our work is conducted within the context of state and national initiatives including the Kentucky Teacher Internship Program (KTIP), National Board Certification as well as state and national policies regarding education. We carefully consider the role of student assessment and technology as tools to facilitate learning for students with diverse, wide-ranging experiences and needs as they prepare for living in a global age. Through course activities, assignments and assessment tasks, participants will:

- Analyze theories and practices related to teaching, learning, mentoring and leading.
- Critique research including professional scholarship and practitioner inquiry designed to inform teaching practice.
- Advance mastery of tools designed to assess teaching practice.
- Develop strategies for guiding teacher growth.
- Examine policies related to teacher quality and leadership.

- Create products for use when mentoring novice professionals.

Materials, Reading Assignments and Assessment Tasks

Reading assignments are drawn from three texts and a variety of journal articles and noted in two ways. They are listed on the Tentative Schedule in the column labeled Assignment Due. Written assignments that are submitted for a grade (labeled formal assessment tasks) are also listed on the tentative schedule and explained under Guidelines for completing formal assessment tasks. Full references for all assignments are included on the reference list in alphabetical order list under References for Required Reading Assignments.

Grading

Task	Distribution	Grading Scale
Effective Teaching Reflective Essay	20%	90-100% A
Case Study	25%	82-89% B
Research Review and Resource List	20%	70-81% C
Mentor Guide	25%	60-69% D
Class participation	10%	Below 60% E

Tentative Schedule

Date	Topic	Assignment Due
08/28	Course Overview Characteristics of Effective Teaching	Perrone Gray
09/04	Effective Teaching and Professional Standards 09/11 Mentoring to Support Teacher Development	Bain as assigned Standards' Review
09/11	Mentoring to Support Teacher Development	Bacharach; Heitin
09/18	Assessing Teacher Effectiveness: Using Standards-based Measures	Reflective Essay/KTIP Assignment
09/25	Mentoring with a Bifocal Perspective	Achinstein: pp. 1-54 Data Collection

	Comparing Observation Tools	Task*
10/02	Analyzing Written Artifacts and Triangulating Data Conducting Conferences to Guide Growth	Data Collection Task*/ Achinstein: pp. 69-82
10/09	Thinking Systemically about Teacher Evaluation	Darling-Hammond pp. 1-49
10/16	Analyzing Written Artifacts and Triangulating Data	Case Study report
10/23	Linking Teacher Quality to Student Achievement	Darling-Hammond pp. 50-98
10/30	Addressing Difficulties and Dilemmas through Coaching, Mediating, and Resolving	Pitton Smagorinsky, Sudzina
11/06	Considering Culture, Diversity and Equity Issues Fostering Global Practice through Technology	Brennan & Cleary Boix-Mansilla pp. 53 – 75
11/13	Summative Assessment using Multiple Data Sources Mentor Development and Accomplished Teaching	Raths et al.
11/20	Research-based Practice: Roundtable Discussions	Roundtable Handouts
11/27	Thanksgiving Holiday	No Class Meeting
12/04	Activities, Assessments, Mentoring Goals & Expectations	Davis
12/11	Developing Culturally-responsive, Globally-minded Practices Celebrating Cultural Variation	Achinstein pp. 55-65 Gladwell <i>as assigned</i>
12/18	Building Collaborative Learning Communities	Mentoring Guide

Note:

- Reading assignments are listed by last name of the first author of the reference in the column labeled Assignment Due.
- Data collection tasks are marked with an asterisk.
- Formal assessment tasks that are submitted for a grade are noted in bold type.
- Two sessions will be held on Blackboard: 10/09 and 11/06. We will **NOT** meet at SMS then or on 11/27.

Required Reading Assignment References

References for reading assignments are listed below alphabetically. Due dates for assignments are listed on the tentative schedule as indicated by the last name of the first author. Please note: some readings may be replaced with others in an effort to better address course goals and/or the needs of class participants. If there are changes in the reading assignments, new material will be distributed in class.

Achinstein, B., & Athanases, S. (Eds.). (2006). *Mentors in the making: Developing new*

leaders for new teachers (pp. 38-54). New York: Teachers College Press.

Bacharach, N., Heck, T.W., & Dahlberg, K. (2010). Changing the face of student teaching through coteaching. *Action in Teacher Education*, 32(1), 3-14.

Bain, K. (2004). *What the best college teachers do* Cambridge, MA: Harvard University Press.

Boix Mansilla, V., & Jackson, A. (2011). *Educating for global competence: Preparing our youth to engage the world*. New York: Asia Society.

Brennan, S., & Cleary, J. (2007). Promoting reflection during overseas student-teaching experiences: One university's story. In K. Cushner & S. Brennan (Eds.), *Intercultural student teaching: A bridge to global competence* (pp. 159-177). Lanham, MD: Rowman & Littlefield.

Darling-Hammond. (2013). *Getting teacher evaluation right: what really matters for effectiveness and improvement*. New York, NY: Teachers College Press.

Davis, B. (2006). Curriculum to support mentor development: Lessons from field-tested practices. In B. Achinstein & S. Athanases (Eds.), *Mentors in the making: Developing new leaders for new teachers* (pp. 109-124). New York: Teachers College Press.

Gladwell, M. (2008). *Outliers: The story of success*. New York: Little, Brown.

Gray, J. (2008). *601 Maple street*. Louisville, KY: Innovative Press.

Heitin, L. (2011). Pairing up. *Education Week Teacher* 5(1), 26.

Perrone, V. (1991). Refining the craft of teaching. In *A letter to teachers: Reflections on schooling and the art of teaching* (pp. 97-109).

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Course Policies

Attendance and Participation: Regular, punctual attendance and active, thoughtful participation in class sessions constitute essential elements in the success of this seminar-oriented course. It is important to note that more than one absence may result in the lowering of your grade for the course. I expect participants to actively contribute to class discussions in meaningful ways that respect diverse viewpoints. It is important to maintain a courteous

environment and minimize distractions Please do not read, carry on side conversations or use electronic devices during class. Participants who use electronic devices (e.g., place or receive phone calls or text messages) may be asked to leave the session.

Academic Integrity: I expect participants to maintain high ethical and professional standards at all times. Written work submitted must be your own. The University has established a clear policy governing plagiarism/cheating to ensure that high standards are maintained and equity issues are addressed (e.g., failing to cite the work of others, submitting work for more than one course.) Violation of this policy has serious implications as outlined on the University website under *Code of Student Conduct*: <http://www.uky.edu/StudentAffairs/Code/part1.htm>. All references for work which is not original (e.g., quotations, paraphrases) must be properly cited following the American Psychological Association (APA) format. You can access the APA guidelines at: <http://www.apastyle.org>.

Cancellation of Class Session: If we should have to cancel a class session due to some unforeseen circumstance (e.g., inclement weather), I will make every effort to contact you in a timely manner to avoid unnecessary travel.

Disability Accommodation: If you have a documented disability that requires academic accommodations, please see me as soon as possible. In order to receive accommodations in this course, you must submit a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Syllabus Modifications: I retain the right to modify the syllabus to meet as needed to best address the course goals and meet the needs of class participants. I will discuss changes in the syllabus that pertain to the whole class and post an addendum on Blackboard.

Submission of Written Products: Participants must complete reading assignments and submit written products (e.g., formal assessment tasks) according to the dates listed on the schedule. Products should be placed in your folder when you leave class on the due date listed. Late submissions, persistent absences and/or chronic tardiness will result in a reduction of the final grade except in the rare situation when there are extenuating circumstances and only when permission is granted. If you cannot attend a session, you should arrange for a classmate to collect material distributed.

Course Requirements

You are expected to complete all reading assignments and data collection tasks as listed on the tentative schedule. You are also expected to complete **four formal assessment tasks** described below. The due dates are indicated on the schedule in **bold**. The course assignments and tasks are designed to help you reflect about the course content and apply what you have learned in your teaching, mentoring and leadership roles. Assignments address several of Kentucky's Experienced Teacher Standards, especially *Standard 10: Provides Leadership within School/Community/Profession; Standard 9: Evaluates Teaching and Implements Professional Development; Standard 8: Collaborates with Colleagues/Parents/Others; and Standard 7:*

Reflect on and Evaluates Teaching and Learning. You may wish to include one or more of the products you prepare for this course in your professional portfolio as evidence of your growth in these areas.

I will evaluate the formal assessment tasks using three broad criteria: content/idea development, structure (organization of document), and technical accuracy (e.g., adherence to language and reference conventions). You will find response sheets outlining specific grading criteria for each of these tasks on Blackboard. Clarity, specificity, relevance and significance of your writing are key determinants of your grade. I expect the tasks to be addressed thoroughly with points clearly stated and supported by specific examples and/or evidence related to teaching practice. Written work should be generated using Microsoft Word, **double spaced** (12 point font), **paginated** and submitted with print on **one side** of the paper only.

You may seek permission to revise and resubmit the first two formal tasks **only if**: 1) you receive less than 75% of the total possible points, and 2) you confer with me to discuss revisions. Note: If you choose to revise the case study you may be required to do the entire assignment over again. Revised work must be submitted within one week of the time the graded task is returned and must include a copy of the first draft with the comments and response sheets. To receive any grade adjustment, I would need to see significant improvement regarding quality in the second submission. It is important to note that there is no guarantee any grade change will result from your effort.

Guidelines for Completing Formal Assessment

Tasks Reflective Essay about Effective Teaching (20%)

The purpose of this task is to help you reflect about what it means to be an effective teacher and synthesize the course content to date. Drawing on what you learned from the course reading assignments, class discussions, and your experience as a teacher and learner, discuss insights you have gained teaching in a four to six page essay. In your discussion, be sure to include specific examples from course readings and address the role of professional standards in teaching. Be sure to support your points thoughtfully and thoroughly with specific evidence drawn from the course content as well as clearly articulated, specific examples from teaching practice. In addition to evidence from course readings, you will also have data about your own strengths and growth areas from the self-assessment you completed at the beginning of the course.

Case Study (25%)

The purpose of the case study is to provide you with an opportunity to practice using the strategies introduced in class (e.g., observing and conferring with a colleague). To complete the task, you will *study* a colleague's teaching practice and discuss your findings in a written report (approximately 8 – 10 pages). You will work with a teacher or teacher candidate of your choice (e.g., colleague, classmate). Alternatively, you may *study* your own practice. If you choose to

conduct a self-study, you will follow the same guidelines except you will videotape your own instruction and feedback from a colleague about the tape. You must consult with me to pursue this option. In the report, you should:

- Describe the context in which the observation took place including background information about the teacher, students and school, the purpose of the observation, the observational tool(s) (e.g., KTIP instrument) chosen and reasons for your choices.
- Discuss your analysis of data from the observation including examples and evidence collected to support your analyses.
- Explain your goals for the conference supporting your points with examples of evidence from the data you collected as needed.
- Outline significant points covered during the conference including strengths, growth areas identified, and suggested actions to strengthen instruction and enhance learning.
- Explain the action plan the observed teacher chooses to improve his/her practice as a result of the observation.
- Reflect about your role in the conference in terms of how you perceive your skill level in relation to promoting reflection, communicating data, and the degree with which you achieved your goals for the conference (e.g., what seemed to work, what didn't work, what would you do differently and why).
- Include copies of all material used to complete this assignment (including assessment instruments, conference preparation sheet and notes).
- Please include your name on all material submitted.

Note: Do not use the teacher's name in the report. It is best to choose a pseudonym.

Research Review, Resource List and Roundtable Session (20%)

I have designed this task to provide an opportunity for you to evaluate research related to the Kentucky Teacher Standards and gather practical resources that can be used to support mentoring endeavors or teaching practice in general. The goal of the assignment is to gain a better understanding of the chosen topic (e.g., student misconception of content) that will help you think about ways to strengthen the area. I have designated the task as a group initiative in order to provide an opportunity to work collaboratively with colleagues. You will work with one or more classmates to complete it. Topics will be determined and groups organized during a class session early in the semester.

To complete the task, each group will:

- Choose one or more indicators within a standard that you want to investigate. The standard and indicator(s) may relate to a growth area of yours or one you think is particularly relevant to the needs of novices.
- Preview three or more studies that address the topic as reported in professional, peer-reviewed journals related to some aspect of state or national standards.

- Critique five or more practical resources that could be used in mentoring a new teacher. At least one resource should be electronic.

Groups will share findings at a roundtable session scheduled for November 14.

Each group should prepare a handout to distribute to other class participants at the roundtable session which includes:

1. a synopsis of what was learned in the review (conclusions and implications for practice).
2. an **annotated** list of resources related to the topic that mentors can use in their work. The annotation should include a description of the resource and why you think it might be valuable for mentoring and/or practice.

Note: The synopsis should be about two - three pages long (single spaced) and must be based on primary research reports in refereed journals. The annotated list should include at least five practice-oriented sources, one of which should be electronic. Each annotation should be fully referenced using APA format and include a short description of the resource and why your group deems it valuable.

Mentoring Guide (25%) – Mentoring Toolkit

This task is designed to help you create a resource to use in your leadership, mentoring and/or teaching roles. While there are many ways the guide you create might be used, most often mentors use it as a resource for working with novice teachers. It serves as evidence of what you have learned in the course and can serve as a living document that is revised and augmented as needed over time by you and your mentees.

The guide should contain information and material you will use in your mentoring role (e.g., activities, assessments, ideas, resources). Much of the material included will be gathered during the course. Indeed, the guide should focus on course material rather than policy and procedural information about your school. However, it is very important that you include a general introduction to the guide and an introduction to each section that explains purpose and structure of each piece (i.e., why you have included the material and how it might be used.) The introductory pieces represent the glue that binds the material and will be assessed as part of your grade for this task.

The guide should also include a narrative explanation of how you see your role as mentor and leader (e.g., beliefs about mentoring as well as goals and expectations you have for yourself and your mentee) as well as a brief description of the context in which you teach (e.g., school and classroom demographics, community involvement). For this part of the guide, you might build on the reflective essay you completed as part of the first formal assessment task. Key questions related to this assignment are: what resources will help you guide and support a new teacher; why are they helpful how will you use them?

Class Participation (10%)

As stated in the section outlining course policies, I expect all course participants to come to class sessions with assignments completed ready to fully engage in class discussions. Class participation will be assessed using criteria including attendance, prompt arrival to class meetings, meaningful contributions to discussions and timely completion of formal and informal assessment tasks. Informal tasks (including data collection tasks) are those distributed in class that relate to readings and class activities. They are designed to guide your reflection about course material and strengthen your mentoring expertise. I will explain reading assignments and tasks to be completed for class sessions prior to the due date. I expect you to draw key points from the readings and critically analyze the merit of the work with evidence to support your analyses.

EDC/EPE554: Culture, Education and Teaching Abroad
Spring 2015

Syllabus

Instructor: Dr. Linda S. Levstik

Office: 349 DH

Email: llevs01@uky.edu

Phone: 257-3230*

Fax: 257-1602

Office Hours: Tues. 2-4 and by appt.

Class: Tues, 5-7:30 pm, Sat., 2/7 & 2/28, 9am-3pm**

*The best way to contact me is via email

**This class has a non-traditional format as follows:

- 7 Tues. evening classes
- 2 Saturday classes (2/7 & 2/28) (equivalent of 4 classes),
- 3 small group on-line/out of class discussions (3 hrs)
- 2-3 out of class meetings with your Amigo (4-8 hrs)

If you cannot attend all parts of this class, you should drop the course immediately.

Course Goals

This course is designed to prepare you to work and live in another country by helping you:

- Learn and apply concepts and theories of intercultural communication and cross-cultural adaptation,
- Recognize and adapt to cultural variation,
- Prepare for living and working cross-culturally,
- Develop instructional strategies for teaching about cultural pattern and variation,
- Act as a cultural mediator when you return to the U.S.

Activities, readings, and discussions are designed to help you think about and get organized intellectually and practically for an overseas experience. Occasional guests will share their expertise in cross-cultural adaptation and teaching.

Emphasis is placed on preparing you to teach in another country, but students who will be working in other areas may adjust assignments to accommodate their international plans. For those planning to teach outside the U.S., this course is intended to help you address selected performance criteria related to Kentucky's Teacher Standards. <http://www.kyepsb.net/teacherprep/standards.asp>

Standard 1: Demonstrates Applied Content Knowledge. The teacher demonstrates a current and sufficient academic knowledge . . .to develop student knowledge and performance. . . .

Standard 2: Designs/Plans Instruction based on supportable theory and research for cross-cultural contexts.
Standard 7: Reflects/Evaluates Teaching/Learning based on learning goals and objectives

Standard 10: Provides leadership within school/community/profession.

Ethics Policy

1. Regular, punctual attendance and full participation in class meetings are essential elements in the success of this class. Class members are expected to actively participate in class discussions, complete all reading assignments, and submit written work according to the dates listed on the schedule. Late assignments and unexcused absences will result in a grade reduction. Persistent (3 or more) unexcused absences will result in a failing grade in the course.
2. Students are expected to comply with all university regulations regarding academic integrity. Work submitted must be original, sources acknowledged (APA style), and claims warranted.
3. During class discussion, participants will be respectful of diverse/divergent views.
4. As a courtesy to all, turn off cell phones and other media not part of class activity/discussion.

Major Course Requirements & Expectations

READ THE SYLLABUS. DO NOT ASK ME ABOUT ASSIGNMENTS UNLESS YOU CAN DEMONSTRATE THAT YOU HAVE CAREFULLY READ THE SYLLABUS.

If you have a question about due dates, assignments, etc., show me where on the syllabus you have a question. Do not expect me to be able to answer your question without a syllabus at hand.

Attendance and participation

1. Sign in when you enter class. Folders on each table will list your name. Sign next to your name.
2. Unexcused absence or tardiness will have a pronounced negative effect on your grade.
 - a. The equivalent of two unexcused absences will lower your course grade by one letter grade.
 - b. More than two unexcused absences will result in failure in the course.
 - c. If you have an excused absence, it is your obligation to notify the instructor **in writing**. If you enter class late, you must notify the instructor at the end of the class period, **in writing**, or you will be marked absent.
 - d. Persistent tardiness will have the same result as three or more absences.
 - e. Doctor's excuses should be attached to your written explanation of absence/tardiness.

3. Excused absences. If you are ill—running a fever and experiencing sore throat, cold symptoms—please do not come to class until you have checked with the Health Center or your doctor. If your illness is infectious, you should take appropriate precautions for yourself and for those around you. Absences due to illness are excused with a doctor’s note and appropriate extensions or, in extreme cases, an *Incomplete* can be arranged. Other excused absences are those allowed by University Senate policy (see S.R. 5.2.4.2).
4. University policy states that students who miss more than 20% of the class for any reason (including illness/medical reasons) may be dropped from the class. If your absences are excused but still involve more than 20% of the class you may petition for withdrawal (W).

Format for Assignments

1. All papers should be **submitted to the course Dropbox** as follows:
 - a. You will receive an invitation via your UK email address to the Dropbox. Respond to the invitation and follow directions to submitting assignments.
 - b. Each assignment should include a header: your name, course number [EDC554 or EPE554], assignment description (Amigo; Homework#1, 2 or 3; culture background). The heading must be on the paper, not just in the email heading.
 - c. Each assignment should have pages numbered at bottom middle of each page.
2. Resubmissions should be submitted to Dropbox and headed “RESUB”
3. Proofread and Spell-check all work prior to submission and keep a back-up. On a first submission of a paper with substantial mechanical (i.e., grammar, spelling, syntax) or formatting (no heading, does not follow assignment directions) issues, I will return it for correction and resubmission. After that I will deduct one full letter grade for such papers.
 - a. Be aware that the Dropbox records all **submission dates and times**, so make sure assignments are submitted by the deadline. Barring a significant emergency, late papers are not accepted. In order for you to get feedback on your papers it is necessary for papers to be turned in on time. This is particularly the case with the half semester format.
 - b. Class assignments are due as noted on the class agenda. If you have any questions about assignments, see instructor early.
 - c. Late assignments: Lower one grade per day. Under exceptional circumstances instructor may extend a deadline.
 - d. Feedback: I use *track changes* to provide feedback.
 - e. **Do not give me loose papers**, place them on my desk, slide them under my door or put them in my hand. **I will not grade such papers.**
4. On-line discussions
 - a. You will participate in three on-line discussions using **Google Hangout**. Your discussion and comments should provide evidence that you have read and understand the assigned readings.
 - b. All discussion will be respectful of others and follow basic professional courtesy or lose the grade for participation.
 - c. All discussions require a written report from each participant (see assessment description)
5. Students with special needs.
 - a. If you believe that you have a disability requiring accommodation please contact the Disability Resource Center (Mr. Jake Karnes, jkarnes@uky.edu or 257-2754), Room 2, Alumni Gym. Following Mr. Karnes approval, provide your instructor with form detailing necessary accommodations.
6. Professional behavior in all classes and other professional interactions.
 - a. **Please note: cell phone, IM use are prohibited during class except as designated by the instructor. Turn off phones. If there is a reason for emergency contact, let instructor know, put phone on vibrate.**
 - b. Respectful interactions with all class members, amigos and guests is expected. Failure to engage respectfully across difference/discussion jeopardizes your overseas placement as well as your status in the class.
7. All other university policies regarding academic integrity apply.

Required Reading/Viewing

Books

C. Gonzales (2010). *The Red Umbrella*. Knopf.
L. Robert Kohls (2001). *Survival Kit for Overseas Living*. Intercultural Press.
C. Storti (2003). *The Art of Coming Home*. Intercultural Press.
Gannon & Pillai (2012). *Understanding Global Cultures*. Sage.

Films

- The Motorcycle Diaries (Latin America)
- Whale Rider (New Zealand)
- Rabbit Proof Fence (Australia)
- Invictus (South Africa)

***Note:** Additional readings may be distributed in class. You will also use additional sources related to your course assignments. Keep up with the readings! Class discussions are richer and more useful when everyone has completed the assigned readings.

Date	Topic	Readings and Assignments
1/20	Course Introduction Fill out information sheet for your Amigo Cultural Self-Assessment (p. 7 of syllabus) Julie Cleary and Panel	
1/27	Becoming Cosmopolitan: Meet Amigo(s) and Lina Crocker , Center for Teaching English as a Second Language Whole Class: Barnga	
2/3	Reading Culture; Reading Ourselves: Cultural Adaptation	Gannon & Pillai: Finish book.

On-Line	Complete on-line discussion this week	See <i>Assignments</i> for discussion guide
2/7 Saturday 9-3pm	<p>Morning: Amigo conversation</p> <p>Lunch: with Amigos</p> <p>Afternoon: What does it take to adapt to a new culture? In the U.S.: The <i>Pancho Pan</i> immigration <i>The Red Umbrella</i></p>	Reading Report: Written report on readings & discussion due today. See directions in <i>Assignments</i> .
2/10	<p>Home culture influences: Present your home culture report.</p> <p>Movie Discussion</p>	<p>Amigo Interview: Turn in your written report on your discussion with your amigo.</p> <p>Home Culture Report: You will present a fifteen minute report on your home culture to your classmates (see Assessment section for directions)</p> <p>Read: http://www.ibo.org/ Review the IB website for the region you are interested in and the grade level you prefer.</p>
On-Line	Complete on-line discussion this week	See <i>Assignments</i> for discussion guide
2/17	<p>Voices of experience: Cross-Cultural Survival</p> <p>Guest speakers</p> <p>Stranger Experience discussion</p>	Complete <i>Survival Kit</i>
2/24	Cultural Investigation Presentations	Complete Kohls Book

On-Line	Complete on-line discussion this week	See <i>Assignments</i> for discussion guide
2/28 Saturday	<p>Cross-cultural adaptations: Telling Time</p> <p>Morning: Amigo meeting/Cultural Chronicity</p> <p>Lunch with Amigos: Food Culture and How it Connects and Separates Us.</p>	
3/3	<p>The Art of Coming Home</p> <p>A Journeying World: Flexibility and cross-cultural adaptation</p>	Stranger Experience report due.

Appendix A

Cultural Self Assessment

A Cultural Self-Assessment [Adapted from Eleanor Lynch and Marci J. Hanson (1998). *Developing Cross-Cultural Competence*].

Culture is not just something that someone else has. All of us have ethnic, racial, linguistic, religious (or nonreligious) and regional heritages that influence our current beliefs, values, and behaviors. To learn a little more about your own heritage, take this simple cultural journey.

ORIGINS

1. When you think about your roots, what place(s) of origin do you identify for your family?
2. Have you ever heard any stories about how your family or your ancestors came to the place where you grew up or how they came to the United States? Briefly, what was the story?
3. Are there any foods that you or someone else prepares that are traditional for your place of origin or some other aspect of your heritage? What are they? What is their significance?
4. Are there any celebrations, ceremonies, rituals, or holidays that your family continues to celebrate that reflect your place of origin or some other aspect of your heritage? What are they? How are they celebrated?
5. Do you or anyone in your family speak a language other than English because of your origins? If so, what language?
6. Can you think of one piece of advice that has been handed down through your family that reflects the values held by your ancestors? What is it? Does it reflect a cultural, religious, or individual value?

BELIEFS, BIASES, AND BEHAVIORS

1. Have you ever heard anyone make a negative comment about people from your place(s) of origin or about another aspect of your heritage? How did you handle it?
2. As you were growing up, do you remember discovering that your family did anything differently from other families because of your culture, religion, or ethnicity? What was it?
3. Have you ever been with someone in a work situation who did something because of his or her culture, religion, or ethnicity that seemed unusual to you? What was it? Why did it seem unusual?
4. Have you ever felt uncomfortable, upset, or surprised by something that you saw when you were traveling in another part of the United States or the world? If so, what was it? How did it make you feel? Pick some descriptive words to explain your feelings. How did you react? In retrospect, how do you wish you would have reacted?
5. Have you ever done anything that you think was culturally inappropriate when you have been in another country or with someone from a different culture? In other words, have you ever done something that you think might have been upsetting or embarrassing to another person? What was it? What did you try to do to improve the situation?

IMAGINE

1. Imagine that for a week out of this year you will become a member of another cultural or ethnic group. Which group would you choose to be part of for that week? Why?
2. What is one value from that culture or ethnic group that attracts you to it?
3. Is there anything about that culture or ethnic group that concerns or frightens you?
4. Name one concrete way in which you think your life would be different if you were from that ethnic or cultural group.

Bennett Scale of Intercultural Sensitivity

The **Bennett scale**, also called the **DMIS** (for **Developmental Model of Intercultural Sensitivity**), was developed by Dr. **Milton Bennett**. The framework describes the different ways in which people can react to cultural differences.

Organized into six “stages” of increasing sensitivity to difference, the DMIS identifies the underlying cognitive orientations individuals use to understand cultural difference. Each position along the continuum represents increasingly complex perceptual organizations of cultural difference, which in turn allow increasingly sophisticated experiences of other cultures. By identifying the underlying experience of cultural difference, predictions about behavior and attitudes can be made and education can be tailored to facilitate development along the continuum. The first three stages are ethnocentric, seeing one's own culture as central to reality. Moving up the scale the individual develops a more and more ethnorelative point of view, meaning that you experience your own culture as in the context of other cultures. Finally, a more cosmopolitan perspective develops and an individual moves in and out of different cultural contexts.

Developmental Model of Intercultural Sensitivity

Denial of Difference

- Individuals experience their own culture as the only “real” one. Other cultures are either not noticed at all or are understood in an undifferentiated, simplistic manner. People at this position are generally uninterested in cultural difference, but when confronted with difference their seemingly benign acceptance may change to aggressive attempts to avoid or eliminate it. Most of the time, this is a result of physical or social isolation, where the person's views are never challenged and are at the center of their reality.

Defense against Difference

- One's own culture is experienced as the most “evolved” or best way to live. This position is characterized by dualistic us/them thinking and frequently accompanied by overt negative stereotyping. They will openly belittle the differences among their culture and another, denigrating race, gender or any other indicator of difference. People at this position are more openly

threatened by cultural difference and more likely to be acting aggressively against it. A variation at this position is seen in reversal where one's own culture is devalued and another culture is romanticized as superior.[1]

Minimization of Difference

- The experience of similarity outweighs the experience of difference. People recognize superficial cultural differences in food, customs, etc., but they emphasize human similarity in physical structure, psychological needs, and/or assumed adherence to universal values. People at this position are likely to assume that they are no longer ethnocentric, and they tend to overestimate their tolerance while underestimating the effect (e.g. "privilege") of their own culture. In other words, as explained by the Canadian Center for Intercultural Learning, "people who adopt this point of view generally approach intercultural situations with the assurance that a simple awareness of the fundamental patterns of human interaction will be sufficient to assure the success of the communication. Such a viewpoint is ethnocentric because it presupposes that the fundamental categories of behavior are absolute and that these categories are in fact our own."

Acceptance of Difference

- One's own culture is experienced as one of a number of equally complex worldviews. People at this position accept the existence of culturally different ways of organizing human existence, although they do not necessarily like or agree with every way. They can identify how culture affects a wide range of human experience and they have a framework for organizing observations of cultural difference. We recognize people from this stage through their eager questioning of others. This reflects a real desire to be informed, and not to confirm prejudices. The key words of this stage are "getting to know" or "learning."

Adaptation to Difference

- Individuals are able to expand their own worldviews to accurately understand other cultures and behave in a variety of culturally appropriate ways. Individuals make effective use of empathy, or frame of reference shifting, to understand and be understood across cultural boundaries. It is the ability to act properly outside of one's own culture. At this stage, one is able to "walk the talk."

Integration of Difference

- One's experience of self is expanded to include the movement in and out of different cultural worldviews. People at this position have a definition of self that is "marginal" (not central) to any particular culture, allowing this individual to shift rather smoothly from one cultural worldview to another.

Evolutionary Strategies

In his theory, Bennett describes what changes occur when evolving through each step of the scale. Summarized, they are the following:

- **From Denial to Defense:** the person acquires an awareness of difference between cultures
- **From Defense to Minimization:** negative judgments are depolarized, and the person is introduced to similarities between cultures.
- **From Minimization to Acceptance:** the subject grasps the importance of intercultural difference.
- **From Acceptance to Adaptation:** exploration and research into the other culture begins
- **From Adaptation to Integration:** subject develops empathy towards the other culture.

References

Bennett, M. J. (2004). Becoming intercultural competent. In J.S. Wurzel (Ed.) *Toward multiculturalism: A reader in multicultural education*. Newton, MA: Intercultural Resource Corporation. (Originally published in *The diversity symposium proceedings: An interim step toward a conceptual framework for the practice of diversity*. Waltham, MA: Bentley College, 2002). Additional information at www.idrinstitute.org

Bennett, M. J. (1993). *Towards ethnorelativism: A developmental model of intercultural sensitivity (revised)*. In R. M. Paige (Ed.), *Education for the Intercultural Experience*. Yarmouth, Me: Intercultural Press.

Bennett, M. J. (1986). A developmental approach to training intercultural sensitivity. in J. Martin (Guest Ed.), Special Issue on Intercultural Training, International Journal of Intercultural Relations. Vol. 10, No.2. 179-186.

Appendix B

Assignments and Assessment Tasks

Course Objectives	Course Assessments/Assignments
<ul style="list-style-type: none"> Learn and apply concepts and theories of intercultural communication and cross-cultural adaptation. 	Readings Bennett Scale of Intercultural Sensitivity Guest Speakers Barnga Amigo and Stranger Experiences
<ul style="list-style-type: none"> Recognize and adapt to cultural variation, 	Readings & movie selection Class lectures, discussions On-line discussions
<ul style="list-style-type: none"> Prepare for living and working cross-culturally, 	Amigo Experience (conversation partner) Readings Country Background Report On-line discussions
<ul style="list-style-type: none"> Act as a cultural mediator when you return to the U.S. 	Readings

You will complete the following tasks for review and assessment. They are designed to help you reflect on course content in relation to your professional interests and responsibilities teaching or working in another country. If you are in teacher education the written products that result may be included in your initial certification portfolio as evidence of your growth relative to Kentucky's 2008 Teacher Standards.

Rubric: The quality of products will be evaluated on the basis of substance, structure, and mechanics including the degree to which:

- Ideas, assertions, conclusions, implications, etc. demonstrate cultural knowledge and sensitivity.
- Ideas, assertions, conclusions, implications, etc. are related to the task
- Ideas, assertions, conclusions, implications, etc. are supported with evidence.
- Issues are critically analyzed.
- Ideas are presented in clear, logical, organized fashion.
- Language and reference conventions have been followed.
 - o For reference conventions, refer to the American Psychological Association (APA) style manual, 6th Edition.
 - o For mechanics (grammar), try Stumpf, M., & Douglas, A. (2004). *The Grammar Bible*. Owl Books.
 - o Proofread. Spellcheck. Do not rely on grammar check programs; they often make mistakes.

Reading and Discussion Guides:

Each discussion should last about one-hour. Following the discussion you will write a 2-3 page (12 pt. Times Roman font) analysis of the discussion with your thoughts on how the discussion responded to questions/topics.

1. On-line discussion: Gannon & Pillai and Bennett Scale

- a. What would be the challenges of living and working in hierarchical cultures? [draw on Gannon & Pillai for this question.] In more egalitarian ones?
 - b. In what ways in the U.S. hierarchical? Egalitarian? What hierarchies have you experienced and how have they altered the way you worked or lived? Were those effects growth experiences? In what settings have you found a more egalitarian living or working environment? How did those influence your work/life?
 - c. How might the Bennett scale help you think about coping in a hierarchical culture? Egalitarian? Where do you see yourself falling on this scale?
 - d. What do you consider the limitations of these metaphors and/or the Bennett scale?
2. **On-line discussion: IB schools [draw on on-line review of IB programs:**
<http://www.ibo.org/en/programmes/primary-years-programme/>].
- a. What are the most important features of the IB curriculum?
 - i. What makes those features important?
 - ii. Where does this program fall in regard to Bennett’s scale?
 - iii. What does the program require of teachers?
 - iv. How does the service component fit with developing a more cosmopolitan perspective?
 - v. What would be most challenging in working in an IB school?
 - b. In what ways does the IB curriculum differ from the public schools with which you are familiar?
3. **On-line discussion: Cultural Mediation.** One of the goals of EDC/EPE554 is to help develop cultural mediation skills and inclinations. The description below suggests some beginning points in thinking about becoming a cultural mediator. Focus your discussion on these questions:
- a. In what ways has your work with your amigos been a form of cultural mediation?
 - b. How might you translate that into specific practices in your future classroom? In other aspects of your life?
 - c. How might you draw on your experiences with your amigo to respond when other people in your life make stereotyped or inaccurate comments about people in other countries/immigrants/refugees in our own country?

Who Can Be a Cultural Mediator?

- An individual who helps translate between the culture of a school environment and a child’s family in order to enhance understanding, share information, and create a relationship that supports families.
- An individual who helps translate between the culture of their home community and the global communities they have experienced.
- An individual who forms a bridge between people from different cultures.

Stranger Experience:

The “stranger experience” requires that you place yourself in a setting that is different from you in terms of race, ethnicity, nationality or religion. The goal is to explore a bit about how it feels to be culturally different—to be the outsider or stranger before you are fully immersed in another culture during student teaching/work experience. Some possibilities:

1. Visit the Universal Academy, an Islamic school in Lexington
2. Attend a religious service where the service is conducted in another language. Locally, you can find services in Spanish, Chinese, Korean, Arabic and Hebrew (some include varying amounts of English).
3. Volunteer to tutor at the public library near Cardinal Valley. Most of the students’ first language is Spanish.
4. Attend an international program at UK (must have instructor’s approval)

Following class discussion on the Stranger Experience, turn in an individual response 5-8 pp., double-spaced, Times Roman 12 pt. font that responds to the following questions:

1. What did you do for your “stranger” experience? How long did it last?
2. In what ways was your experience “strange”?
3. How did you handle your own feelings of “strangeness”? How did other people respond to you?
4. What coping strategies help you when you face strange situations?

5. In what ways were you able to employ such strategies in a cross-cultural or culturally different setting?

Your response must be comprehensive (respond to all parts of each question) and reflective (show careful thought and use of class readings and discussion).

Amigo Experience:

One of the most important opportunities you will have in this course is the Amigo Experience. You will be working with two or three second language learners to help them practice English and negotiate U.S. culture, and to help you develop your cross-cultural communication and cross-cultural mediation skills. We will meet in class three times: Our second Tues. evening session and both Saturday classes. You will also arrange 2-3 out of class meetings with your amigo(s) by yourself or with a group. These can include anything from coffee and conversation, a walk in the Arboretum or an athletic event, a meal, or a drive out to horse country.

We are fortunate to work with Lina Crocker who will match you with one or more of her students. Contact person: **Lina Crocker** Senior Lecturer. Email: crocker@uky.edu. Phone: 257-6980. Office: 1239 Patterson Office Tower. To facilitate matching, please fill out the information form below and email to Ms. Crocker at: crocker@uky.edu.

Final Amigo Paper. At the conclusion of this experience you will write a reflective paper, four to five pages, Times New Roman, 12 pt. font, double-spaced. Include:

1. Times you met and events (in class and out of class);
2. What you learned about the amigo's culture and about his/her adaptation to U.S. culture.
3. What you learned about cross-cultural experience as related to concepts introduced in readings and in class.

How has this experience positioned you in relation to Bennett's scale? As a cultural mediator?

YOUR PAPER SHOULD REFERENCE READINGS AND CLASS DISCUSSION to help you discuss the ways in which this experience helped you become more cross-culturally competent. See rubric above.

Graduate students: In addition to the requirements above, your paper should include a 4-5 p. discussion of the existing research base for the impact of cross-cultural experience on pre-collegiate or collegiate students.

Home Culture Report:

As we try to understand other people's cultures, it sometimes helps to think about our own "cultural embeddedness." What/who are the ideas, events, places, and people that shape us? We are, all of us, hybridized—we share some things with the broader "American" culture (we speak English, for instance), but we may put a slightly different regional, ethnic or individual spin on things (we speak with a regional or ethnic dialect, our English is spiced with words, phrases, syntax or an accent from another country, we code switch or use more than one language in our daily lives). We use social codes (shake hands, kiss cheeks, bow, hug) and most of us have done so with hardly a thought since we were quite young. This assignment asks you to think about explaining the place you are from as if to a cultural stranger.

Sharing your cultural background and your own hometown has two parts as follows:

Part One: *Where I'm From* poem

The poetic form is based on work by George Ella Lyon, a Kentucky poet, playwright, and author. The poem below was written by a student in the past. Use it for ideas, but do not feel confined by the template: experiment so that the poem works for you. Your poem should introduce Part Two.

Sample poem:

Where I'm from
I am from sunset canyons
Rippling with color
(the train tore me away from pinion and juniper)
I am from corn, beans, and squash

From drums' rhythms
And sun's blaze.

I am from Nowhere
(They killed the Indian. Am I now a man?)
I have no words to speak my name
Lost
In cast-off clothing
Speaking
A borrowed language
Living
A borrowed life
Praying
To a borrowed god.

I am Pueblo
(close-held for now by alien arms)
I will go free
(Returned to arroyos and the distant bleat of sheep)
I shrug off this borrowed life
And lift my head
(to the sky; to my people)
(anonymous)

Part Two:

PowerPoint, Prezi or digital documentary introduction to your hometown or state	Consider this as an introduction to someone who has never seen your home place. What would you want them to know about what makes this place unique/interesting/special to you? How is it representative of larger U.S. culture, or distinctive in some ways?	Presentation should take no more than 15 minutes including time for questions.
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Cultural Investigation Assignment. This report is your opportunity to prepare yourself for immersion in a particular country and place. This is intended to help you avoid cross-cultural mistakes, to keep you safe, happy and healthy while living in another country, and to help you better understand the culture you are entering. If you know where you will be living/working, use that country. Otherwise select a place you would like to live or work.

Interview	<p>You will conduct an interview with someone who has lived, worked or traveled in your country of choice.</p> <p>Interview should include (but not be limited to):</p> <p>What were the biggest challenges of living/working/visiting this culture?</p> <p>What cultural “pot holes” should you be aware of?</p>	Include interview transcript with your report
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	<p>What did you learn from being in this culture?</p> <p>What parts of this culture did you most enjoy?</p>	
Cultural Metaphor	What type of culture is this? What makes you think so (use types from <i>Understanding Global Cultures</i>)	
Political structure	<p>Find out what kind of government your country of choice has.</p> <p>What are current political issues?</p> <p>Who are current political leaders?</p> <p>What kind of visa might you need? How long are you allowed to stay in the country on that visa?</p> <p>Go to: http://travel.state.gov/content/passports/english/country.html</p>	<p>Include newspaper/internet articles</p> <p>about the issues you identify</p>
Historical roots	<p>Find a good history on your country.</p> <p>Build a timeline of significant people, ideas and events</p> <p>What holidays commemorate the country's history?</p>	Include a historical timeline with your report.
Economics	<p>What kind of currency does your country use?</p> <p>What is the current exchange rate?</p> <p>Where can you get money changed?</p> <p>Does this country accept your credit cards?</p> <p>Is there an amount of money you have to have to enter the country for a long-term stay?</p>	include an "advice to travelers" for your country money, travel, health and safety.
Travel	<p>Find out about local transportation, travel within and between countries.</p> <p>What would you most want to see/do while in the country?</p> <p>What health and safety issues do you need to attend to? (i.e. Do you need shots? How does health system work for visitors?)</p>	
What I really want to know . . .	<p>Use Kohl's "Information Checklist" to help you here.</p> <p>Which of the things on the checklist do you really want to know about? Pick 5-8 items on the list and find the</p>	

	answers.	
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This assignment should be handed in hard-copy on 2/25 to accommodate the timeline. Length: 20-25pp. double spaced, Times Roman 12 pt. font.

Class Participation

Class participation is an important component of this course. Each of you brings a world of experiences that can help all of us negotiate cultural differences with good humor, deeper understanding and respect. Your participation requires your regular attendance in class, respectful interaction with class members, careful attention to readings and assignments so that your participation is well-informed. It is not an option to remain mute during this class. **You must participate.**

Special Topics in Curriculum & Instruction: Multicultural Curriculum and Teaching EDC 777

Instructor	Ryan M. Crowley
Email	ryan.crowley@uky.edu
Phone	859-257-3158
Office Hours	Mondays, 12-3pm or by appointment

We want our classrooms to be just and caring, full of various conceptions of the good. We want them to be articulate, with the dialogue involving as many persons as possible, opening to one another, opening to the world. And we want them to be concerned for one another, as we learn to be concerned for them. We want them to achieve friendships among one another, as each one moves to a heightened sense of craft and wide-awakeness, to a renewed consciousness of worth and possibility.

--Maxine Greene

For apart from inquiry, apart from praxis, individuals cannot be truly human. Knowledge emerges only through invention and re-invention, through the restless, impatient, continuing, hopeful inquiry human beings pursue in the world, with the world, and with one another.

--Paulo Freire

COURSE OVERVIEW

The course will provide you with a survey of the various sociocultural forces that impact the educational experiences of students along with a range of pedagogical responses to counter the inequities caused by these sociocultural forces. As teachers and public intellectuals, you will work to push back against the perceived dichotomy between theory and practice. Instead, you will begin the process of developing a reflective teaching practice that uses theory to guide action and reflection. This practice will never be complete, as it is constantly evolving through the interplay between action and reflection.

The course will also emphasize the College, Career, and Civic Life (C3) Framework for Social Studies. Students will examine how the Inquiry Arc of the C3 can be used to create social studies pedagogy that directly addresses the societal inequalities created by gender, race, class, language, sexuality, and ability status differences in society. This approach will center the field of social studies, and the practice of inquiry, as a powerful tool for empowering young people in their civic lives.

The EDC 777 course can be taken only three times during a student's doctoral program.

OBJECTIVES

FIVE major foci will guide our course discussions, readings, and assignments:

7. *Developing an understanding of various sociocultural forces on education:* As educators working with diverse students, we must begin to appreciate the implications of structural forces that weigh upon these students and their communities. The first half of the course will be devoted to exploring how these forces operate through discussions of race, class, gender, sexuality, language, and ability status. These sessions will serve as conversation starters for our ongoing development as committed social justice educators.
8. *Pedagogical responses to educational inequities:* The second half of the course will be devoted to exploring the various ways educators and educational scholars have called upon teachers to tackle the structural challenges they face in schools. By exploring critical pedagogy, culturally-responsive teaching, community knowledge, and critical multiculturalism, we will open up a discussion on what pedagogical orientation will best serve the pressing needs of students in under-resourced urban schools.
9. *C3 Inquiry Arc:* In order to be effective classroom teachers, we must promote the development of students as engaged, independent learners. To do so, we will discuss how the practice of inquiry can acknowledge unique sociocultural contexts, value students' prior knowledge, and place students at the center of our instruction. We

will explore inquiry as an approach to lesson design and engage in a range of inquiry activities in order to model instruction.

10. *Teaching through and with technology*: Finally, we will focus on the development of your use of technology in a variety of settings (whole class, small group, individualized instruction) for the purpose of enhanced communication, classroom management, professional development, instruction, and learning. As social studies educators there are many opportunities to broaden the democratic landscape of our classrooms through the use of Internet-based curricular resources and instructional strategies. These opportunities are not without concern, however, so we will focus our attention on developing a critical disposition towards the teaching of the social studies through and with technologies. Our goal should be to examine the use of these resources/teaching strategies as they apply to our abilities to manage and communicate efficiently, teach and design curricula effectively, and assess appropriately. Throughout the semester we will incorporate specific technology resources including social media tools and other interactive applications. As a group, we will engage with these resources and discuss our thinking about their usefulness in the classroom.

COURSE ASSIGNMENTS

1. Educational Autobiography Project: This project will serve as a capstone for the first half of the course in which we will investigate the various sociocultural factors that weigh upon students in urban schools. Building from the discussions of educational inequities from the first six class sessions, you will reflect on how this knowledge is causing you to think differently about their own experiences in schools. This project will speak to your social positionality relative to the topics we have discussed.

To prepare for this project, we will engage in ten-minute free writing sessions in each of the first seven class sessions. These writing sessions will be guided by prompts that encourage you to reflect on how the information from the course readings and our class discussions are intersecting with your personal experiences in schools. Although this will be an open-ended process, the goal will be to begin reflecting on how your educational autobiography relates to the subject matter of the course.

You will have the option to create your autobiography by creating a 5-7 minute iMovie, a Voicethread, or a 5-6 page written paper. Your autobiography must make explicit connections to how the authors and ideas presented throughout the first seven class sessions relate to your experiences in schools.

2. Educational Current Events Presentations: One student per class session will lead a 10-15 minute presentation/discussion on a current event related to US education (this should be something recent, perhaps in the last 6-12 months). These presentations will provide an overview of the event, make a connection between the event and one or two of the course readings, and offer some questions for group reflection/discussion about the event. We will sign up for days to present on the opening day of class.

Presentations can occur in any format you would like, but please provide some sort of visual or textual prompts for the group so as to promote discussion. ***View these presentations as chances to teach!***

3. What Kind of Teacher Will I Be?: This will serve as your final project for the course. It will build from your educational autobiography and incorporate your critical reflections on the pedagogical responses we will learn about during class sessions 7-12. The goal of the project is for you to conceptualize how your experiences in this course will shape the type of teacher you will become.

The project must address three broad areas: **how you will approach knowledge** (the curriculum, instructional design, etc), **how you will approach your students** (pedagogically, interpersonally, etc), and **how your positionality will interact with those processes** (think back to the autobiography project).

Your presentation must cite a **minimum of 5 authors** used in the course and you should use these authors and their ideas to guide how you will address the three areas mentioned above.

Summary of Assignments:

Assignment	Due Date	Percentage weight	Turn in by...
Educational Autobiography Project		30%	

Education Current Events Presentations		20%	
What Kind of Teacher Will I Be?		40%	
Classroom Participation (Readings and Weekly Assignments)		10%	

Grading Scale:

A=93% and above

B=86%-92%

C=79%-85%

D=72%-78%

E=71% or below

Attendance Policy:

Students will be penalized 1% of final grade for each unexcused absence.

Additional Expectations:

- Academic Integrity: The policies and procedures of the University of Kentucky will be strictly followed in this course.
- All assignments completed for this class must be typed using a word processing program. Please use Times New Roman font 12 and 1" margins. P
- Assignments due are due by noon on the date indicated on the course schedule.
- Assignments will be penalized one full letter grade for each day they are late.
- Assignments will not be accepted more than three days after the due date without previous instructor permission.
- Please use APA Style for all references (Publication Manual of the American Psychological Association (APA) 6th edition, July 2010). An online tutorial is available.

Course Policies:

Excused Absences:

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences:

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic Integrity:

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else’s work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student’s assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around

the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability:

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Required Texts

- | |
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| <ul style="list-style-type: none"> • Takaki, R. (2008) <i>A Different Mirror: A History of Multicultural America</i>. Back Bay Books: New York. |
| <ul style="list-style-type: none"> • Additional readings will be posted on Canvas |

Weekly Schedule

Date	Topic	Readings/Due Dates
Session 1	What does it mean to be a teacher in a multicultural, stratified society? What does this mean for our students, for ourselves, for our subject matter?	Takaki, Chapter 1
Session 2	How does social class influence educational opportunities in America? What is social class? Why does the social class of my students (and me) matter?	Oakes (1995) Tracking article

	Video: <i>People Like Us: Social Class in America</i>	
Session 3	Using lesson design to promote student engagement, motivation, and learning.	Covington (2009), Motivation
	An introduction to constructivism and constructivist lesson design	Wodlowski (1999), Constructivism and cultural relevance Alexander et al (2009), What is learning
Session 4	How do gender and sexuality influence students' experiences in schools? What role do we have as teachers in creating safe spaces for our students?	Lei (2003) (Un)necessary toughness Mayo (2010) Queer lessons
	Video: <i>Tough Guise</i>	
Session 5	What role does language play in education? Can we view our students' abilities in other languages as a talent? What about students' ability status? Do schools reproduce inequities through special education classifications?	Faltis & Coulter (2008), Social studies communities of practice Lippi-Green (2012), The standard language myth Blanchett et al (2009), Disability Urban Education

Session 6	<p>How do race and racism impact educational opportunities in the US? How do our students' racial identities impact the way they experience schools? How do schools recreate or disrupt racial structures in society?</p> <p>Video: <i>Race: The Power of an Illusion</i></p>	<p>Takaki, Chapters 5 & 7</p> <p>DUE: Lesson Plan Analysis #1 (using one of your CTs lessons) & Current Events Presentation 1</p>
Session 7	<p>Race, part II: How do our racial identities impact the way we interact with our students? The curriculum?</p> <p>Video: <i>Race: The Power of an Illusion</i></p>	<p>Takaki Chapter 6</p> <p>Ladson-Billings (2006) Education Debt</p> <p>DUE: Current Events Presentation 2</p>
Session 8	<p>Present and debrief on educational autobiographies.</p> <p>How can we disrupt the deficit thinking that many students experience in schools? What responsibilities do we have as teachers</p>	<p>Ford & Grantham (2003), Deficit thinking</p> <p>Haberman (1991) Pedagogy of poverty</p> <p>DUE: Educational Autobiography Projects &</p>

	to confront these obstacles that students face in schools?	Current Events Presentation 3
Session 9	<p>What does it mean to take a critical approach to pedagogy? What type of learning opportunities will this create for your students? What type of reflection will this require from you?</p> <p>Video: <i>Precious Knowledge</i></p>	<p>Freire (1970) <i>Pedagogy of the Oppressed</i>, Chapter 2</p> <p>Bartolome (1994) Beyond the methods fetish</p> <p>DUE: Lesson Plan Analysis #2 (using a modification of your CT's lesson) & Current Events Presentation 4</p>
Session 10	<p>How can we begin to view our students' home cultures as building blocks for learning? How do we create cultural relevance in our approach to content? To relationships with students? To our classroom management?</p> <p>Video: <i>Precious Knowledge</i></p>	<p>Ladson-Billings, <i>Dreamkeepers</i>, selected chapters</p> <p>DUE: Current Events Presentation 5</p>
Session 11	<p>How can we use community resources and community knowledge as a way to enhance student learning and student engagement? Can this be done? How do we do it?</p>	<p>Moll (1992) Funds of knowledge</p> <p>Yosso (2005) Whose culture has capital?</p> <p>DUE: Current Events Presentation 6</p>

Session 12	Some closing thoughts on what it means to create an anti-oppressive, social justice social studies practice.	Kumashiro (2001) Posts perspectives DUE: Lesson Plan Analysis #3 (Again, using a modification of one of your CT's lessons)
Session 13	Presentation of " <i>What Kind of Teacher Will I Be?</i> " projects. Food!!!	No readings DUE: <i>What Kind of Teacher Will I Be? Prezis</i>

**EDC 733: Leadership in Advanced Instructional Practice
Summer/Fall 2011
Location and Time TBA**

Instructor: Dr. Kathy Swan
Instructional Assistant:
Office Hours: By appointment
Phone/Email: (859) 257-1893
kswan@uky.edu

Dates and Times:

Room:

Course Overview and Goals

This course is designed for experienced teachers who aspire to become leaders in their school community, to mentor colleagues (e.g., induction year teachers), to apply for National Board Certification or to become curriculum leaders in their districts.

As experienced practitioners, course participants will be encouraged to bring their expertise and their wisdom of practice into the intellectual environment of the class and to examine and extend that knowledge using a rigorous theory to practice approach that emphasizes real-world problem-solving. We recommend that course participants complete the graduate curriculum and assessment courses as well as have two years teaching experience or permission of instructor prior to enrolling in this course.

The goals of the course are to: (a) help participants assess needs in their school communities, and develop a plan for addressing them, (b) hone their action-research methodology skills, (c) analyze school assessment data, (d) strengthen instructional expertise, and (e) build collaborative relationships with colleagues. Through the course, these experienced practitioners will develop strategies to analyze and address school needs through collaboration in peer groups.

Professional Standards Alignment

The course is structured to align with the following professional standards: the Kentucky Teacher Standards (KTS), SACS/CASI AdvancedED accreditation standards (SACS) for quality P-12 schools (to include stakeholder perspectives) as well as the Kentucky Teacher Leader Proposed Standards (KTLPS). The course work complies with indicators noted for evaluation of the Master's redesign submissions as noted in Regulation 16 KAR 5:0101 Section 12 and the Master's redesign guidelines as approved by the EPSB, 2007. (Note: The website links for all these sets of standards and the KAR are included in the reference list for this course proposal).

KTS - Emphasis on Standards: 1 - Applied Content Knowledge, 2 - Design/Plans Instruction, 5 - Assesses/Communicates Learning Results, 7- Reflects and Evaluates Teaching & Learning, 8 - Collaboration, 9 - Evaluates Teaching and & Implements Professional Development, 10 - Provides Leadership with School/Community/Profession.

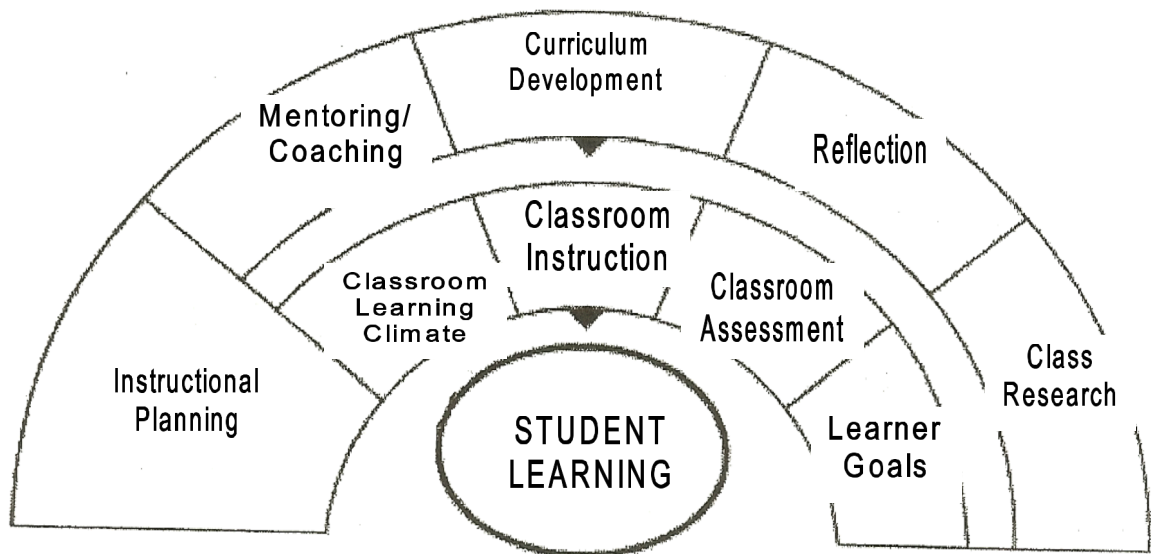
SACS – emphasis on Standards: 2 - Governance & Leadership, 4 - Documenting and Using Results & 6 - Stakeholder Communication & Relationships. Core Tasks 1 - Ensure Desired Results, 2 - Improve Teaching & Learning, 3 - Foster a Culture of Improvement.

KTLPS – emphasis on Standards: 2 - Promoting Ongoing Professional Learning for Self & Others; 3 - Deepening the Instructional Capacity of Colleagues, 5 - Developing Communities of Professional Practice.

This course also complements standards promulgated by the Interstate School Leaders Licensure Consortium (ISLLC) and is designed to articulate with the University of Kentucky EDL Leadership Master's program, in particular ISLLC Standard 2: facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders

Moreover, the course is structured to align with Kentucky's leadership initiative and other programs at the university that are part of this initiative, particularly Educational Leadership. The arc below depicts the framework for classroom-based teacher leadership within which the course is organized. This framework complements and connects with the framework for school leadership used to structure the Educational Leadership program.

Framework for Classroom-Based Teacher Leadership



UK College of Education Professional Themes

This course will address the four themes of the conceptual framework for the UK professional education unit: ***research, reflection, learning, and leading***. You will be given the opportunity to review, analyze, discuss, and apply ***research*** from diverse perspectives in education, including professional scholarship and practitioner inquiry, in order to reflect on your own practices as you study, observe, and practice in learning communities. ***Reflection*** will also be integrated into your learning opportunities through the production of written essays and analyses of observation and teaching experiences to help you take advantage of the analytical and problem-solving skills that comprise critical professional reflection on your own teaching. This course emphasizes the commitment of the professional education unit to ensure that you travel your professional lives equipped for life-long ***learning*** as educators who will be active in ***leading*** colleagues in learning communities. The ultimate goal in addressing these four themes is to produce educational leaders who work together to improve learning among diverse populations and improve education in Kentucky and beyond.

Student Learning Outcomes

Participants in this course will:

- Learn how to build, support, and be contributing members of schools' learning communities that foster effective teaching practice and enhance learning outcomes for a diverse array of students.
- Develop skills using tools to effectively analyze practice (i.e. observational tools, lesson study techniques, dialogic critiques, peer/stakeholder negotiation, classroom-based inquiry, etc).
- Develop skills required for evaluating teaching and providing positive, constructive feedback with colleagues/peers.
- Develop skills necessary for successful stakeholder collaborations.
- Plan for personal and collaborative professional development and reflection.

Grading

Participants' grades will be based on four assessment tasks and class participation as described below. These tasks will be assessed according to the level of thoroughness and the degree to which participants adhere to the assignment guidelines as well as standard language and reference conventions. Guidelines and assessment rubrics will be distributed in class for each assignment. In general, criteria used to grade assessment tasks include: comprehensiveness, coherence, cohesiveness, clarity, level of detail (e.g., inclusion of evidence and/or examples to support points), organization, application to practice and adherence to language and reference conventions. Written work should be generated in a word processing program, double spaced (12 point font), and paginated.

Participants may seek permission to revise and resubmit the first two formal tasks if (**and only if**): 1) they receive less than 75% of the total possible points for these tasks, and 2) they schedule a conference to discuss revisions. Revised work must be submitted within one week of the time the graded task is returned and must include a copy of the graded

draft. To receive any grade adjustment, there would need to be significant improvement regarding quality in the second submission.

Task	Distribution	Grading Scale
School Needs Assessment	20%	93 - 100% A
Peer Observation Report	10%	82 - 92% B
Action Research Proposal	20%	70 - 81% C
Interim Implementation Report	20%	
Final Evaluation Report	20%	
Class Participation	10%	

Course Policies

Regular, punctual attendance and active, thoughtful participation in all class activities are essential elements in the success of this course. Participants must actively contribute to class discussions in meaningful ways that respect diverse viewpoints. Participants must also comply with all university regulations regarding academic integrity.

Participants must complete reading assignments and submit written work according to the dates listed on the schedule. Late assignments, persistent absences and/or chronic tardiness may result in a reduction of the final grade. If a participant cannot attend a session, he/she should arrange for a classmate to collect material distributed.

Participants are expected to maintain high ethical standards at all times. Work submitted must be original. All references must be properly cited following the American Psychological Association (APA) format. Participants can access the APA guidelines at: <http://www.apastyle.org>. The University has established a clear policy governing plagiarism/cheating to ensure that high standards are maintained and equity issues are addressed (e.g., failing to cite the work of others, submitting work for more than one course). Violation of this policy has serious implications as outlined on the University website under *Code of Student Conduct*: <http://www.uky.edu/StudentAffairs/Code/part1.htm>

Disability Accommodation Information: Participants who have special needs or require accommodations of any kind, must register with the UK Disability Resource Center (Mr. Jake Karnes, 257-2754) that certifies need on an individual basis. Please let me know about your situation after the first class. When the accommodation is approved, the Disability Center will provide me with information regarding the accommodation and your needs that we will implement for your course work and participation.

Required Textbooks

General Texts: (for all participants)

Falk, B., & Blumenreich, M. (2005). *The power of questions: A guide to teacher and student Research*. Portsmouth, NH: Heinemann.

Katzenmeyer, M., & Moller, G. (2001). *Awakening the sleeping giant*. Thousand Oaks, CA: Corwin Press.

Lieberman, A., & Miller, L. (Eds.). (2008). *Teachers in professional communities: Improving teaching and learning*. New York: Teachers College Press.

Moss, P. (Ed.). (2007). *Evidence and decision making*. Hoboken, NJ: Wiley & Sons.

Content Specific Texts: (Customized according to students' discipline and content areas through consultation with the instructor.)

Barton, K., & Levstik, L. (2005). *Teaching history for the common good*. New York: Routledge.

Braunger, J., & Lewis, J. (2006). *Building a knowledge base in reading* (2nd ed.). Portland, OR: Northwest Regional Educational Laboratory; Newark, DE: International Reading Association; and Urbana, IL: National Council for Teachers of English.

Donovan, M., & Bransford, J. (Eds.). (2005). *How students learn: History, mathematics, and science in the classroom*. Washington, DC: National Academies Press.

Farstrup, A., & Samuels, S. (Eds.). (2002). *What research has to say about reading instruction*. Newark, DE: International Reading Association.

Delivery Format

This proposed course is designed as a hybrid extended workshop as follows. The class begins with a one-week intensive summer experience prior to the beginning of the fall semester. Online and distance learning instruction will be conducted throughout the fall semester as students continue to engage in course assignments and assessment tasks. During the fall semester two in-class meetings will serve as midpoint and final assessments of progress toward meeting course objectives. To meet the various professional development needs of teachers in schools, three 1 credit course modules will also be excerpted from EDC 733 course content and offered online through the UK College of Education Center for Professional Development. This innovative content delivery approach serves two purposes: (1) Continuing Education (CE) needs of public school teachers can take advantage of targeted modules for CE credit and to support classroom curriculum leadership objectives of Professional Growth Plans for experienced teacher leaders and, (2) Salient course content for EDC 733 will be available for use as modularized 'electives' for other leadership programs in the UK Teacher Leadership Initiative that can be customized strategically in their leadership programs. For example, graduate students in the EDL Leadership Master's program need electives. The Curriculum & Instruction leadership courses or the 1 credit course modules may be used to meet those requirements. The flexibility and ability to customize particular content aligns with the EPSB Master's redesign mandates.

Teacher leadership defined

For the purposes of this program, *teacher leadership* is defined in alignment with the accreditation standards for quality schools.¹ The intent is to bring together research and resources to prepare experienced teachers to thoughtfully analyze and take leadership roles in enhancing professional practice within school learning communities. Overall, school personnel and external stakeholders who commit to a shared purpose and direction and establish expectations for student learning in alignment with those purposes and directions, make more informed decisions about allocating time as well as human, material, and fiscal resources. This requires *distributed leadership*, including a shared commitment to the development of learning communities that:

- Encourage broad sharing of leadership roles
- Develop the analytical and interpersonal skills necessary to maintain and continually improve teaching and learning
- Develop disciplinary expertise
- Attention to student learning outcomes, curriculum development and analysis of learning outcomes
- Attend to school and community contexts
- Encourage shared responsibility for school improvement by all stakeholders
- Regularly evaluate the impact of changes on school and community cultures
- Ensure equity of learning opportunities
- Promote inclusiveness with all members of the community including teachers, students and parents
- Support innovation and foster a culture of improvement

¹AdvancED, a collaboration of the North Central Association Commission on Accreditation and School Improvement, the Southern Association of Colleges and Schools Council on Accreditation and School Improvement, and the National Study of School Evaluation, provides Accreditation Standards for Quality Schools.

Collaboration with School Partners

In accordance with requirements from the KYEPSB to include school partners, input from the CKEC, Fayette County Public Schools and SACS accreditation personnel are involved in the design and delivery of this course (e.g., feedback and online survey).

Distance Learning Considerations

Virtual Office Hours: TBA Telesupervision or Skype access also available.

Technology Requirements for the Course: Computer with Internet Access. Access to Digital Video Recording Devices (digital camera, digital video recorder, laptop webcams). Students

must have a UK AD account in order to access the BlackBoard course management system or the online modules available through the UK College of Education Center for Professional Development.

Instructor Contact Expectations: Students may expect to have responses to email inquiries, requests, etc. within 48 hours including weekend contacts.

Procedures for Resolving Technological Problems. Students are instructed to contact the UK Teaching and Academic Support Center (TASC) via web: www.uky.edu/TASC or phone 859-257-8272 and/or the Information Technology Customer Support Center via web: www.uky.edu/UKIT or phone 859-257- 1300.

Information on Distance Learning Library Services.

Via web access: www.uky.edu/Libraries/DLLS

DL Librarian: Carla Cantagallo, email: dlservice@email.uky.edu or phone: 859-257-0050 x2171 or 800-828-0439.

DL Interlibrary Loan Services:

http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

Assessment Tasks.

The major project for this course is an action research inquiry on a selected area of school improvement identified through a needs assessment task. The purpose of the project is to provide course participants with experience identifying a research problem, planning a course of action, and implementing and evaluating the action plan based on school needs. Course participants will work in teams of two to four as they implement their action research projects and observe each other teaching. Team members will serve as peer reviewers and support during the implementation and evaluation phase of the project. Each task represents a component of the course and will be assessed as part of the course grade. Assessment tasks are structured to build on one another; therefore, there will be no final examination per se.

Note: Assessment tasks will be completed through job-embedded, clinical/field experiences.

Needs assessment 20%

Conduct a needs assessment for your school community that focuses on AdvancED (SASC) leadership standards including (1) student learning/performance, (2) teacher effectiveness, (3) learning communities, (4) and school effectiveness. Then develop a summary report discussing needs identified through the assessment, one or two needs that will be targeted in the action research inquiry, and a rationale for selecting these particular targeted goals.

(Task addresses KTS 1, 5, 7, 10)

Observation Report (10%)

Conduct a classroom observation of a peer in your school community and submit a classroom observation report explaining the goal of the observation and the lesson, the instrument chosen for observation and the analysis of observational data. (KTS 7, 8, 10)

Action Research Proposal (20%)

Develop a plan of action for an inquiry into improving the targeted goal(s) in which you outline the research design. The plan must be testable and achievable within in the course time frame. Teacher and student data also must be collected during the inquiry and used to make both formative and summative assessments about the effectiveness of the plan. Include in the plan a clear, comprehensive description of the type of teacher and student data that will be collected and an explanation of how it will be collected and analyzed.

(Task addresses KTS 1, 2, 5, 7, 9, 10)

Interim Implementation and Evaluation Report (20%).

Implement the plan of action and evaluate progress on goal(s) at the mid point of the project. The evaluation must include a midpoint assessment that involves (1) feedback from a peer group review of methods and data analysis, and (2) a presentation to the class.

(Task addresses KTS 5, 7, 8, 9, 10)

Final Report and Presentation of Findings (20%)

Prepare and present your final implementation and evaluation report to your peers. The report should include the rationale for the study, key research questions, procedures, results, and implications for practice and an executive summary highlighting the findings. The report will accompany your final presentation to the class.

(Task addresses KTS 7, 9, 10)

Class Participation (10%)

Class participation will be assessed using criteria including attendance, prompt arrival to class meetings, meaningful contributions to discussions and timely completion of assignments and assessment tasks. Some assignments related to readings and class activities will be distributed in class. They are designed to promote reflection about course material and strengthen expertise. Reading assignments and associated tasks should be completed for class meetings as assigned. Participants are expected to draw key points and questions for discussion and critically analyze the merit of assignments with evidence to support analyses.

Sample Course Schedule

Initial, Intensive In-Class Meetings

During the intensive, one week initial phase of the course, participants will be introduced to all course components and practice skills associated with each component. Reading assignments for course will be customized to align with needs and disciplines of participants.

Day 1: Course overview

Day 2: Classroom-based action research and constructive teaching practices

Day 3: School needs assessment

Day 4: Peer observation

Day 5: Designing, conducting and evaluating action research

On-line Meetings

Discussion 1: Needs assessment preliminary results

Discussion 2: Crafting action research proposal

Discussion 3: Peer observation preliminary results

Discussion 4: Characteristics of successful school learning communities.

Fall In-Class Meetings

Mid-October mid-term Face-to-Face Meeting: Interim implementation report

Mid-December: Final report presentations and course wrap-up

Content Outline for Mentoring Course: Advanced Instructional Practice

1. Building and Supporting Professional Learning Communities (PLC) in Classroom Instructional Practice

1.1. The classroom as microcosm of the school's PLC

1.2 Curriculum development in professional learning communities
(collaborative frameworks to meet group goals)

2. Analysis of Classroom Practice

2.1 Observation skills and frameworks for analysis of classroom practice

2.2 Lesson study techniques

2.3 Mentoring and coaching

2.2.1 Feedback and critique

2.2.2 Dialogic learning

3. Peer and stakeholder negotiation

3.1 The community and the classroom – positive interaction and dialogue

- 3.2 Parental involvement in student learning
- 3.3 Parental involvement in classroom instruction/volunteers
- 4. Evidence-based design making for advanced classroom practice
 - 4.1 Generating formative and summative data to analyze classroom practice through student learning outcomes
 - 4.2 Tools for analysis – frameworks for deciding on correctives and interventions to improve student learning outcomes
 - 4.3 Action research as a source for evidence-based decision making in classroom practice
 - 4.3.1 Selecting an action research topic/formulating research questions
 - 4.3.2 Design an action research project
 - 4.3.3 Analyzing classroom data
 - 4.3.4 Translating action research results into improved classroom practice and student learning
- 5. Professional Growth via Reflection on Classroom Instructional Practice
 - 4.1 Frameworks for reflection
 - 4.2 Reflection as a tool for assessment of student learning
 - 4.3 Professional development through advanced analysis of classroom practice



EDC 544: USE AND INTEGRATION OF EDUCATIONAL MEDIA

Tuesdays 4:00-6:30 TEB 245

Instructor: Dr. Gerry Swan (gswan@uky.edu)

Office: 134C Taylor Education Building

The materials and tentative schedule are shown below

Week	Tools	Materials/topics	Assignment Due
9/9	Media Creation	PowerPoint is evil PowerPoint Tutorial Basic Design is Powerful	Read about Universal Design for Learning (UDL)
9/16	Media Creation	Infographics	Read Cognitive Load Articles 1 & 2 Make a graphic showing the connections between UDL and Cognitive Load.
9/23	Media Creation	Creating a set of learning elements Explaining stuff Kahn 1 Kahn 2 Proportion video Proportion Tutorial	Presentation of your graphic/metaphor/visualization representing your connections between Cognitive Load and UDL (what we worked on in class). Let's see some cowbell. What is cowbell you ask? It's a combination of effort, style and all around epicness. Watch this for the origin of cowbell. How much cowbell is enough. This much (watch the drummer).
9/30	Media Creation	Creating a set of learning elements	Draft of elements due
10/7	Media Creation		
10/14	Media Creation		Final version of elements due What does an 'A' look like? See Here and Here Technical Competence (it works),

			Robust Content (it's accurate), Reflects Design Principals (thoughtfully constructed). Must have: 11. multiple forms of media 12. Tell me why it reflects design principals
10/21	Scratch	Cool Design Bruce/Levin Taxonomy	
10/28	Scratch	Scratch Examples Construction and Expression	Check out scratch scratch.mit.edu . Have 4 hours of fun with Scratch. Upload your "fun", email me the link as well as how you spent your fun time.
11/4	Scratch	Construction and Expression	
11/11	Scratch	Construction and Expression	
11/18	Scratch	Construction and Expression	Scratch exemplar performance/products are due.
11/25	Design Challenge		
12/2	Design Challenge	Media/Animation by Tversky (more Tversky) Jet video doppler effect Transformations (interactivity or animation) Theatricality is a powerful agent	
12/9	Design Challenge	Presentation Day	
12/16	Design Challenge		Final Products

Course Description:

This course addresses the use and integration of educational technologies in classroom instruction, including PowerPoint, Web Page Design, Spread Sheets, database and word processing. This course will address the four themes of the conceptual framework for the UK professional education unit: **research, reflection, learning, and leading**. Students will be given the opportunity to review, analyze, discuss, and apply **research** from diverse perspectives in education. **Reflection** will also be integrated into students' learning opportunities through the production of written essays, group discussion and media production to help students take advantage of the analytical and problem-solving skills that comprise critical professional reflection on one's own teaching. This course emphasizes the commitment of the professional education unit to ensure that its graduates move into their professional lives equipped for life-long **learning** as educators who will be active in **leading** colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond. Additionally, students will be prepared to serve a more diverse population of learners through exploration of how all people learn.

Course Goal and Objectives

This goal of the course is to help the inservice teacher integrate appropriate technology in their instruction. Specifically, the course addresses the following objectives:

- 1) Participants will be able to use a variety of technology applications for educational purposes
- 2) Participants will learn to integrate technology into their teaching strategies to enhance and manage learning.
- 3) Participants will develop an intellectual framework for critiquing and designing educational experiences incorporating media

Required Materials

All students will be required to have a USB pen drive to transfer work to and from class.

Competencies

You will be asked to complete exercises that show your ability to use the different technologies covered during the course.

Expectations and Grading

To do well in EDS 544, you should come prepared to all class sections and actively participate in them. You must complete your assignments fully and turn them in on time. There are weekly assignments that are for practice and not used to determine grades.

How do I make an A? Here is the question on everyone's mind. there are between (3-5) assignments that are used to determine your grade in the class (why not a fixed number you ask? Well depending on how the class progresses, sometimes I need to jettison a unit). For each of those assignments I will score them with an A, B or C. If you get two A's AND at least a B on the final project you get an A. Conversely, if you get two C's you've earned a C. C work can be redone provided you have earned the right to do so through demonstration of the correct process related behaviors (showing up to class prepared, completing practice assignments, etc.). Criteria for achieving an A will be provided with each assignment.

I require a B on the final project because grading is a professional judgement based on evidence. The more the evidence the more relevance it has in that judgement. If you can't pass the final project I don't feel like I can give you an A.

Plagiarism

Students should familiarize themselves with the Student Code regarding plagiarism (section 6.3.1), which can be obtained from the office of the Dean of Students or retrieved from <http://www.uky.edu/StudentAffairs/Code/part2.html> section 6.3.1. Plagiarism of any type will result in a failing grade.

All materials generated for this class (which may include but are not limited to syllabi and in-class materials) are copyrighted. You do not have the right to copy such materials unless the professor or assistant expressly grants permission. As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writing, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have permission of that person. Plagiarism is one of the worst academic violations, for the plagiarist destroys trust among others.

Students with Special Needs

The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protections for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides a reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please notify your

instructor and contact the Disability Resource Center (Mr. Jake Karnes, jkarnes@uky.edu) 257-2754, room 2 Alumni Gym.

Class Attendance and Participation

Class attendance is expected for all class sessions. Information will be presented in each class that is not available through other means. Successful completion of course objectives requires that students have hands-on experience with hardware and software that is used during class sessions. You will be responsible for completing all graded assignments and presence in class usually helps that.

Excused Absences:

S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: 1) serious illness; 2) illness or death of family member; 3) University-related trips; 4) major religious holidays; 5) other circumstances you find to be "reasonable cause for nonattendance." Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day for adding a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (257-2754).

Excessive Absences According to the Rules of the University Senate, those students who miss more than 20% of the class FOR ANY REASON may be dropped by the instructor from the class. This is true even if you are sick and have medical excuses. The rationale for this rule is that people who miss more than 20% are not really receiving the content of the course. From the Rules of the University Senate, Part II, 5.2.4.2 Excused Absences: If attendance is required or serves as a criterion for a grade in a course, and if a student has excused absences in excess of one-fifth of the class contact hours for that course, a student shall have the right to petition for a "W," and the faculty member may require the student to petition for a "W" or take an "I" in the course. (US: 2/9/87; RC: 11/20/87)

Ethics Statement

This course and its participants will not tolerate discrimination, violence, or vandalism. EDC is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetrate discrimination, violence, or vandalism. The University of Kentucky is an Affirmative Action and Equal Opportunity institution and affirms its dedication to non-discrimination on the basis or race, color,

religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmation action embraces the entire university community including faculty, staff, and students. All students are expected to conduct themselves in an appropriate and ethical manner during their UK classes and related field placements, as befitting students, future teachers, and ambassadors for the University of Kentucky. Any unethical behavior in class or during your field placements may result in failure for the course and/or expulsion

EDC 709 – Social Design of Interactive Systems

Distance Learning Course Offered Fall Semesters (Biannually)

Fall 2013

Dr. Joan Mazur

Phone: 859-481-1413 (Cell)

E-mail: jmazur@uky.edu

Virtual Office Hours: By appointment and Wednesday evenings 4-6:30

Skype: joanmmazur, or by pre-arranged phone contact.

A Note About Online Communication with the Instructor: I will respond in a *reasonable* timeframe to a email and cell message requests. *Reasonable* generally means within 2 day of the send. However, if the university is off (e.g. during Holiday break in December) OR it is a 3 day weekend OR if you are emailing me at 2:15 a.m. and expect to hear from me by 6 a.m. that day, such requests are *not reasonable*. Anytime anywhere learning *does not mean* anytime anywhere communication...we're all on email, twitter, facebook and cells a LOT, but please be reasonable☺

Course Description:

Students will explore the burgeoning research base related to social design of interactive systems. Framed by concepts from activity theory, social networking theory, computer-supported collaborative work (CSCW) and computer-supported collaborative learning (CSCL), social learning models and networked immersive environments, the course content

will explore the research topics related to communities of practice and other on-line learning communities. In particular, participatory design structures will be introduced as collaborative processes for designing social learning and communication environments. These conceptual design frameworks will also be examined through a global perspective lens; considering the strengths and critiques of social media for global understanding and participatory interaction. Students will learn to design and implement a research project focused on social interactive systems. Specifically, students will gain experience with the actual use of research methods such as conversation analysis, interaction analysis and the use of on-line tracking utilities and other on-line data collection techniques. The final course project will culminate in a submission to a research journal.

Learning Outcomes	Evaluation/Assessment (Descriptions of these assessments below)
1. Students will read and analyze research literature from on-line community research and explore the instructional design implications.	Literature Review 10% Class Participation/ Monitoring online community 10%
2. Students will explore, via readings and analysis of international online social media and international social media databases (e.g. Twitter feeds from Iran) issues related to claims for global social media (e.g. open communication, democratization and social freedoms [of expression e.g.]	Class Participation/ Monitoring online community 10% And/or social media data mining Companies such as TRS (a Silicon Valley firm who designed surveillance software for the Chinese Government).
3. Students will compare and contrast relevant theoretical models: Activity theory, distributed cognition, social networking theory, social learning models, participatory design, and computer-supported collaborative work and learning.	Midterm Exam 20%

4. Students will explore and learn to use on-line computer/network tracking utilities and understand the range of tools and resources available for data collection for on-line communities and collaborative instructional environments	Transcription/Coding/Analysis 20%
5. Students will design and conduct a preliminary online conversation analysis research project that will demonstrate their knowledge, skill and understanding of the key conceptual frameworks, principles and research methods outlined in the course. Students will submit their final project in the form of an IRB application.	Final Paper: A Conversation Analysis Paper/Article Submission
6. Students will complete the CITI IRB training and submit certificate.	5. Submit CITI Certificate

STUDENTS WITH SPECIAL NEEDS

If you have special needs or require accommodations of any kind, you must register with the UK Disability Resource Center (Mr. Jake Karnes, 257-2754) that certifies need on an individual basis and please let me know about your situation after the first class.

STANDARDS

Course materials, activities and assessments that are consonant with indicators and benchmarks contained in the Kentucky Teacher Standards (in particular IV (Assessment), V (Reflection), VI (Collaboration) and those promulgated by INTASC (Interstate New Teacher Assessment Consortium) for National Board Certified Teachers.

PLAGIARISM/CHEATING

Academic honesty is expected in graduate work. Plagiarism and other forms of cheating are absolutely unacceptable. You **may not** use a paper or project that has previously been used in another class to satisfy coursework in this class, this practice is termed “self-plagiarism” and is unacceptable. Should you plagiarize, no grades will be issued and your situation will be reported.

ATTENDANCE POLICY; Full class participation is expected in all synchronous or asynchronous individual and group work as assigned in the syllabus. If you are unable to participate you **MUST** contact the instructor prior to the due date for an assignment and have that absence excused. Only 2 excused absences are permitted per semester, and the instructor reserves the right to request documentation of absences. Any missed coursework is the responsibility of the student to make-up and complete, as approved by the instructor.

COURSE TEXTS:

Castells, M., Fernandez-Ardevol, M. Oiu, J., Sey, A. (2009) *Mobile Communication and Society: A Global Perspective (Information Revolution and Global Politics)*. Boston, MIT Press. (Paperback).

Jenkins, H. (2009) *Confronting the Challenges of Participatory Culture: Media Education for the 21st Century (The John D. and Catherine T. MacArthur Foundation Reports on Digital Media and Learning)*. Boston, MIT Press.

Morozov, E. (2011). *The Net delusion: The dark side of internet freedom*. New York: PublicAffairs (Perse Books Group).

Nardi, B. (1999). *Information ecologies: Using technologies with heart*. Cambridge, MA: MIT Press

Online Book of Readings (available through online UK Library Reserve and BlackBoard).

Ten Have, P. (1999). *Doing Conversation Analysis*. Thousand Oaks, CA: Sage

Wenger, E. (1999). *Communities of Practice*. New York: Cambridge University Press

Evaluation/Assessment Descriptions:

Literature Review (No more than 10 Double-Spaced pages)

Conduct a review of the literature on your general area of interest (e.g. distributed cognition, participatory design, chat rooms, etc).

To conduct a review I suggest the following steps:

1. Assemble a list of the relevant *high quality* research journals. The quality is determined by several factors, the calibre of research published, the jurying process, and also consensus among the community of scholars in that field.

2. Use a table to list the journal, author(s), type (qual/quant), study questions, design, subjects, results.

Note the literature reviews in the articles you selected for both format/style and to glean additional references on your topic.

3. Formulate a point of view/posture toward the literature. A review, remember is not only a compendium of the available research articles (describing the study design, results etc) but after the literature base is compiled, one makes judgements about themes, gaps, directions.

4. What further research is suggested by your review?

Midterm Exam

The Midterm will take a class period and consist of multiple choice inference and essay questions on the readings.

Transcription/Coding/Analysis

1. Using techniques from Ten Have, develop and implement a coding scheme for a segment of discourse from the on-line community you have been monitoring as part of your Conversation Analysis project.
2. Post transcription or preparation, use an analysis tool as necessary (CATPAC e.g.) to display data outputs.

Final Paper/Article Submission

Submit a paper in research article APA format that includes an abstract, a literature review, description of the online community, methods, findings and directions for further research. This study will be very focused and bounded by the obvious time constraints of the course. For example, you might choose to analyze one week's sessions on a public board for focused on solving management problems in retail outlets. Or, after monitoring a public chat, you might choose one session to analyze. Will your work be publishable? You'll find out after you submit. The UK Institutional Review Board (human subjects) requirements will be discussed thoroughly prior to the start of the project. There will be class time and support for this project, so please use the entire semester to develop/implement the project. It's meant to be a learning experience, and the assumption is this will be totally foreign to most students.

Class Participation

Class participation is defined as both your attendance and your preparation for class discussion of readings. The class is of course a community of learners and thoughtful, critical participation is required for the intellectual quality of the educational experience. Class participation also includes your selection and monitoring (as an observer or participant observer) in an online community (chat, discussion, etc)

COLLEGE CONCEPTUAL FRAMEWORK: Research, Reflection, Learning, Leading

Students in this course will demonstrate dispositions that characterize the conceptual framework of the college of education. The conceptual framework for the professional education unit at the University of Kentucky is guided by the theme, *Research and Reflection for Learning and Leading*. This theme is aligned closely with both the institutional vision and mission of UK and the vision and mission of the professional education unit. The theme reflects and guides how we approach preparation of professional educators within the context of a research extensive university program.

DISTANCE LEARNING TECHNICAL REQUIREMENTS AND INFORMATION REGARDING ONLINE LIBRARY SERVICES/RESERVES ETC>

1. GENERAL TECHNICAL REQUIREMENTS FOR ALL DL COURSES:

Please check your connections and online access capabilities (speed, special plug-ins for reading online files, hardware and software). If you need HELP, email me or use UK HELP (see contact information below). <http://www.uky.edu/DistanceLearning/current/index.html>

2. Center for the Enhancement of Teaching & Learning (CELТ) <http://www.uky.edu/CELТ/>

3. DISTANCE LEARNING LIBRARY SERVICES

We have excellent library support and online reserve services. Please review these at

<http://libraries.uky.edu/dlls>

Ms. Carla Cantagallo is the DL librarian and is very helpful. Links to online reserves will provide as part of the course information in the Adobe Connect Meeting Room. Her phone contact is (852) 218-1240 – Email: carla@uky.edu

4. ADOBE CONNECT MEETING ROOM – OUR ONLINE CLASSROOM

Class will meet virtually, each week using Adobe Connect. The class link is connect.uky.edu/EDC709/ -- Paste the link into your browser.

Check your Adobe Connect connection using this website:

http://ukconnect.acrobat.com/common/help/en/support/meeting_test.htm) and webcam options, if desired.

EDC 709 – Weekly Course Schedule

Date	Topic	Assignment/Readings
Week 1 8/28 – 9/3	Course Overview and approach Defining Social Design, Social Media and Interactive Systems	<p>Introduce Yourself - on the Forum with that Label in our Blackboard Blog link. The link To the Blogs are in the “Tools” menu.</p> <p>View the Course Intro Video – Link is in Course Information Folder “Class Video Recordings”</p> <p>Obtain Information Ecologies and read for Next week.</p> <p>The first half of the course will develop a social, global theoretical basis for the project for the course (conversation analysis an online communication/instructional soci: medi forum/tool) completed after the midte</p>
Week 2 9/4 – 9/10	Information Ecologies Designing and Research Human Value and Local Interest Activity Theory: A Socio-cognitive Perspective focused on meaningful actions (activities)	<p>We will meet tonight in Adobe Connect – Time to be determined – Mazur will send ou An announcement via BB. Attendance is Optional – if you can’t/don’t attend, you are Responsible for viewing the content in our “Class Video Recordings” folder.</p>

Nardi: Information Ecologies

View Adobe Connect Lecture: Mazur
Post Comments to Class Blog on BB

Week 3 9/11 – 9/17	A Social Learning Theory and The concept of Communities of Practice	Wenger: Communities of Practice Part I. pp. 1-144
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Week 4 9/18 – 9/24	Identity in Communities: Participation and Non-Participatio	Wenger: Communities of Practice Part II. pp. 145 -278
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Literature Review 1st Draft Due

Week 5 9/25 -10/1	Participatory/Convergent Media: Design challenges: Maintaining the Integrity of social communication as instructional tool in social medi contexts	Jenkins, H. (2009) Confronting the Challenge Participatory Culture: Media Education for 21st Century (The John D. and Catherine MacArthur Foundation Reports on Digital and Learning). Boston, MIT Press
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Feedback on Literature Reviews Provided
Revisions Due week after Midterm

Week 6	Exploring new social media tools	Choose Two Assignment: Choose two of th
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10/2 - 10/8 And resources Following new social media tools. Join and Describe by using concepts and principles from the theoretical frameworks presented thus far in class on the Course Blog.
(See the 'Choose Two' list in the Choose Two Social Media Folder on BB)

Week 7
10/9 - 10/15 Non-neutrality of social Media: social and political implications. Morozov, E. (2011). *The Net delusion: The dark side of internet freedom*. New York: PublicAffairs (Perseus Books Group).

What are the design implications of a highly mobile, global and fluid communication and learning environment?

Can we design for such networks?

What is required? How can we evaluate the effects? (Web 2.0 capabilities for propaganda, censorship and surveillance).

Your VoiceThread/ Podcasts for :

Castells, M., Fernandez-Ardevol, M. Oiu, J., A. (2009) *Mobile Communication and A Global Perspective* (InformationRevolution and Global Politics). Boston, MIT Press (Paper See the attached.Podcasting Assignment, rat completing a reading guide for this book.

The Power of Mockery – Nicholas Kristof – NY Times 4/17/11

http://www.nytimes.com/2011/04/17/opinion/17kristof.html?_r=1&ref=genesharp

From Dictatorship to Democracy: Gene Sharp

http://topics.nytimes.com/top/reference/timestopics/people/s/gene_sharp/index.html?scp=1&sq=From%20Dictatorship%20to%20Democracy&st=cse

Week 8

Inference Multiple Choice/Essay

10/16 – 10/22 **Midterm Exam**

Week 9

Researching online forums:
Methodology: Conversation
Analysis

Mazur: Conversation Analysis for
Instructional Technologist : AECT Research
Handbook Chapter.

10/23 -10/29

Marra, R. M., Moore, J. L. & Klimczak, A. K. (2010).
Content analysis of online discussion forums:
A comparative analysis of protocols. *Educational
Technology Research and Development, 52*(2),
111-121.

**Selection of Online Forum/Tool for
Research Project Due (must include
global dimensions)**

Final Literature Review Due

Week 10

Methodology: Conversation
Analysis

Ten Have: Doing Conversation Analysis

10/30 – 11/5

Methodology: Conversation

Week 11 11/6 - 11/12	Analysis	Ten Have: Doing Conversation Analysis In Class: Examples of Previous Analyses.
Week 12 11/13 - 11/19	Project Work/Class Presentations feedback	Draft Transcription Coding Due In Class: Examples of Previous Analyses
Week 13 11/20 - 11/26 (Wed-Sun Thanksgiving Academic Holiday this Week)	Class Discussion: Social Design of Interactive Systems: Design Principles and Pitfalls – Busting the myth that social media are grass roots – exploring the ‘astroturf’ of grass roots social media hype.	Returning to Communities of Practice/Info Ecologies and Activity Theory – What happens in the R2P (Research to Practice) process? Implications for Designers. Blog Post Response Required.
		Project Transcription Coding Due
Week 14 11/27 - 12/3	Final Project Presentations Class Evaluation	Penultimate Project Presentations Class Evaluation Feedback on Coding to Students for Project
Week 15 12/4 - 12/10	Last week of classes – UK Classes End 12/13.	Final Presentation of your project/ anticipated findings/lessons learned etc.

Finals Exam week at UK is
12/16- 12/20

Adobe Connect Presentation

Final Project Due In Article

Submission Format DUE 12/17



January 5, 2016

Andrew Hippisley
Chair, University of Kentucky Senate Council

Dear Dr. Hippisley,

The Senate Academic Organization and Structure Committee (SAOSC) met on December 11, 2015 from 3:30 to 4:15 in room 118 Gluck Equine Research Center. The following committee members were in attendance and constituted a quorum: Al Cross, Sam Jasper, Lisa Vaillancourt, Ken Calvert, Ernie Bailey and Michael Kilgore. Mark Swanson from the Department of Health Behavior attended the meeting and presented a proposal from his department.

The main purpose for the meeting was to discuss a name change proposal initially prepared by Richard Crosby. The current contact person is Mark Swanson. The proposal is to change the name of the Department of Health Behavior to Department of Health, Behavior & Society.

The Department of Health Behavior is one of 6 departments in the College of Public Health. The Department has 8 faculty members who conduct research related to public health and participate in the Bachelor, Master and DrPH degree programs in Public Health offered by the college. The department does not offer any separate degrees. The courses taught by the faculty in the department are listed under the acronym CPH, for College of Public Health.

I excerpted the following explanation for the needed change from their proposal:

Background: The evolving nature of theory and practice in public health has led to far less emphasis on changing the behavior of individuals and far more emphasis on changing the conditions of society that shape and limit the adoption of health-protective behaviors. Hence, the concept of “health behavior” is slowly being replaced with the concept of a far more ecologically-oriented approach to changing the behaviors that foster or deter good health.

Rationale for Department Name Change: This name change is needed to better (and more accurately) reflect the mission and expertise of our department. We are very much oriented around the concept that the social and physical environments are the primary determinants of individual-level health behaviors. Because the social and physical environments are determined by factors collectively referred to as “society” we have annexed that term to our name. Following the convention of our counterpart

department at Johns Hopkins University, this annexation takes the form of Health, Behavior & Society.

The proposal includes a description of a unanimous vote of the faculty in favor of the change, a letter of support from the Dean of their college, the College of Public Health, Dean of the College of Sociology and from the directors of the Programs "Health Society and Populations" in the College of Arts and Sciences.

The committee discussed the following items with Mark Swanson:

1. The proposal did not identify a response from the College Faculty Council, although a report to them was included. Mark indicated the College Council approved it and he would provide the documentation. In any case, SAOSC accepted the change was not controversial among faculty in the College of Public Health. **(This letter was subsequently provided and full support of the College Faculty Council was reported.)**

2. Mark was asked about the statements in the support letters from the Dean of Sociology and the Directors of the "Health, Society and Populations" program whom approved the name but pointedly did not extend this to name change for courses they might offer in the future. Mark indicated this was a moot point since all their courses were taught under the CPH acronym; they do not have a stand-alone degree program. In any case, all they were proposing is to change the name of the department, not any programs, majors or courses.

3. Mark was asked if they intended to use an ampersand in the name. He said the faculty discussed and preferred the ampersand. It was a deliberate inclusion. The committee discussed if briefly but the consensus held that there had already been a precedent for this practice at the University of Kentucky and as long as it was deliberate on part of their faculty, this was not a concern.

Mike Kilgore made a motion to send the proposal to the Senate Council with encouragement to recommend the proposal. The motion was seconded by Al Cross. The committee voted unanimously in favor of endorsing the proposal.

Respectfully and on behalf of the SAOSC,

Ernest Bailey, PhD
Professor
Chair of SAOSC

COVER PAGE FOR CHANGES TO ACADEMIC ORGANIZATION OR STRUCTURE OF AN EDUCATIONAL UNIT

The Senate’s Academic Organization and Structure Committee (SAOSC) is tasked by the University Senate with the review of proposals to change academic organization or structure. The information needed by the SAOSC for the review of such proposals is set forth in *Senate Rules 3.4.2.A.5*¹.

The SAOSC has developed a set of guidelines (from the *Senate Rules*) that are intended to ease the task of proposal submission (available at <http://www.uky.edu/Faculty/Senate/forms.htm>). As proposal omissions usually cause a delay in the review process, the individual(s) responsible for the proposal is (are) urged to familiarize themselves with these guidelines before submitting their proposals for review. In particular, the individual responsible for the proposal must fill out Sections I, II and III of this form, as well as include statements and documentation that provide a full accounting of the items a - i, below.

- a. Disposition of faculty, staff and resources (financial and physical);
- b. Willingness of the donating units to release faculty lines for transfer to a different educational unit;
- c. Consultation with the faculty of the unit to which the faculty lines are proposed to be transferred;
- d. Consultation with the faculty of educational unit that will be significantly reduced;
- e. Summary of votes and viewpoints (including dissents) of unit faculty and department/college committees;
- f. Ballots, votes expressing support for or against the proposal by unit faculty and staff and committees;
- g. Letters of support or opposition from appropriate faculty and/or administrators; and
- h. Letters of support from outside the University.

Section I – General Information about Proposal

One- to two-sentence description of change:	Department name change from Health Behavior to Health, Behavior & Society.				
Contact person name:	Richard Crosby, PhD	Phone:	218-2039	Email:	crosby@uky.edu
Administrative position (dean, chair, director, etc.):	Department chair				

Section II – Educational Unit(s) Potentially Impacted by Proposal

Check all that apply and name the specific unit(s).		
<input checked="" type="checkbox"/>	Department of:	Health Behavior
<input type="checkbox"/>	School of:	
<input checked="" type="checkbox"/>	College of:	Public Health
<input type="checkbox"/>	Graduate Center for:	
<input type="checkbox"/>	Interdisciplinary Instructional Program:	
<input type="checkbox"/>	Multidisciplinary Research Center/Institute:	

Section III – Type of Proposal

Check all that apply.

¹ Items a-i are derived from *Senate Rules 3.4.2.A.5*. The Senate Rules in their entirety are available at http://www.uky.edu/Faculty/Senate/rules_regulations/index.htm.)

COVER PAGE FOR CHANGES TO ACADEMIC ORGANIZATION OR STRUCTURE OF AN EDUCATIONAL UNIT

<i>A. Changes</i>	
<input checked="" type="checkbox"/>	Change to the name of an educational unit.
<input type="checkbox"/>	Change to the type of educational unit (e.g., from department to school).
<i>B. Other types of proposals</i>	
<input type="checkbox"/>	Creation of a new educational unit.
<input type="checkbox"/>	Consolidation of multiple educational units.
<input type="checkbox"/>	Transfer of an academic program to a different educational unit.
<input type="checkbox"/>	Transfer of an educational unit to a different reporting unit.
<input type="checkbox"/>	Significant reduction of an educational unit.
<input type="checkbox"/>	Discontinuation, suspension or closure of an educational unit.
<input type="checkbox"/>	Other (Give a one- or two-sentence description below; a complete description will be in the proposal).

Section IV is for internal use/guidance.

Section IV – Guidance for SAOSC, Senate Council and University Senate

SAOSC Review of Type A Proposals (Changes to Type of, or to Name of, an Educational Unit)

- ✓ SAOSC review of proposal.
- ✓ SAOSC recommendation for an additional or joint review by other Senate committee(s) (e.g. Senate's Academic Programs Committee).

SAOSC Review of Type B Proposals (All Other Changes)

- ✓ SAOSC review of proposal.
- ✓ SAOSC recommendation for an additional or joint review by other Senate committee(s) (e.g. Senate's Academic Programs Committee).
- ✓ SAOSC review of proposals for creation, consolidation, transfer, closure, discontinuation, or significant reduction and educational unit, or transfer of an academic program to a different educational unit (attach documentation).
- ✓ Program review in past three years (attach documentation).
- ✓ Request to Provost for new program review (attach documentation).
- ✓ Open hearing (attach documentation).
 - SAOSC information must be shared with unit 10 days prior to hearing.
 - Open hearing procedures disseminated.

Voting by SAOSC, Senate Council and University Senate

- ✓ Endorse (or do not endorse) the academic organization, reporting, infrastructure, etc.
 - This vote is taken by the SAOSC, SC and Senate for every SAOSC proposal.
- ✓ Approve (or do not approve) the academic status or content of academic program.
 - This vote is taken by the SAOSC, SC and Senate only when the review involves an MDRC.

Statements to SAOSC Academic Organization Form

- a) Disposition of faculty, staff and resources (financial and physical)
 - a. N/A, no changes are being made to faculty, staff or resources
- b) Willingness of the donating units to release faculty lines for transfer to a different educational unit
 - a. N/A, department is not moving
- c) Consultation with the faculty of the unit to which the faculty lines are proposed to be transferred
 - a. N/A, department is not moving
- d) Consultation with the faculty of educational unit that will be significantly reduced
 - a. N/A, department is not moving
- e) Summary of votes and viewpoints (including dissents) of unit faculty and department/college committees
 - a. The department faculty voted unanimously to support the department name change
- f) Ballots, votes expressing support for or against the proposal by unit faculty and staff and committees
 - a. The department faculty voted unanimously to support the department name change
- g) Letters of support or opposition from appropriate faculty and/or administrators
 - a. Attached is a letter of support from the Interim Dean of the College of Public Health
- h) Letters of support from outside the University
 - a. N/A

**Recommendation to Change the Title of the Department of Health Behavior to
"Department of Health, Behavior & Society"**

Submitted to CPH Interim Dean, Dr. Wayne Sanderson, and CPH Faculty Council Chair, Dr. Steve Fleming

On October 20th 2014, the faculty of the Department of Health Behavior unanimously voted (all faculty members were present, with the exception of Christina Studts, Cynthia Lamberth, and Ramona Stone, who expressed support for the name change via email) to change the title/name of the department to the "Department of Health, Behavior & Society." Summarized below are the background and rationale leading to this recommendation and request for a change in our department's title.

Background: The evolving nature of theory and practice in public health has led to far less emphasis on changing the behavior of individuals and far more emphasis on changing the conditions of society that shape and limit the adoption of health-protective behaviors. Hence, the concept of "health behavior" is slowly being replaced with the concept of a far more ecologically-oriented approach to changing the behaviors that foster or deter good health.

Rationale for Department Name Change: This name change is needed to better (and more accurately) reflect the mission and expertise of our department. We are very much oriented around the concept that the social and physical environments are the primary determinants of individual-level health behaviors. Because the social and physical environments are determined by factors collectively referred to as "society" we have annexed that term to our name. Following the convention of our counterpart department at Johns Hopkins University, this annexation takes the form of Health, Behavior & Society.

In summary, on behalf of the Health Behavior faculty, I request that the College of Public Health take the necessary next steps to formally change the department's title to "Health, Behavior & Society" Of course, please do not hesitate to contact me should you have any questions.

Richard Crosby, PhD
Endowed Professor and Department Chair



Office of the Dean
111 Washington Avenue, Suite 112
Lexington KY 40536-0003
(859) 218-2047 phone
(859) 323-5698 fax
<http://www.mc.uky.edu/PublicHealth>

February 13, 2015

Ernest Bailey
SAOSC Committee Chair

Dear Dr. Ernest Bailey,

At the request of the Senate Council, I am providing support for the request to change the Department of Health Behavior's name to Health, Behavior & Society.

As outlined in Dr. Crosby's proposal, due to the evolving nature of theory and practice in public health, the concept of "health behavior" is slowly being replaced with the concept of a far more ecologically-oriented approach to changing the behaviors that foster or deter good health. Changing the name to Health, Behavior & Society, reflects our mission as a College and the expertise of the Department.

Because of the evidences stated in Dr. Crosby's proposal, the College is in full support of the department name change.

Thank you for your consideration,

Sincerely,

Wayne T. Sanderson
Professor and Interim Dean
College of Public Health



Department of Sociology
1501 Patterson Office Tower
University of Kentucky
Lexington, KY 40506-0027

November 10, 2015

Mark Swanson, Ph.D.
Associate Professor and Interim Chair
Department of Health Behavior
College of Public Health
University of Kentucky
Lexington, KY 40506-0059

Dear Mark,

I am writing as Chair of the Sociology Department in support of name change for your department from Department of Health Behavior, to Department of Health, Behavior, and Society.

Let me also take this opportunity to say that while the Sociology Department supports your department's name change, we do not endorse the use of the name Health, Behavior and Society for programs or majors within our department.

Sincerely,

A handwritten signature in cursive script, appearing to read "Claire M. Renzetti". The signature is written in black ink and is positioned above the typed name.

Claire M. Renzetti, Ph.D.

Professor and Chair of Sociology
Judi Conway Patton Endowed Chair for Studies of Violence Against Women

Health, Society, and
Populations Program
1515 Patterson Office Tower
Lexington, KY 40506-0027

859 257-6896
fax 859 323-0272

www.uky.edu

November 11, 2105

Dear University Senate,

As Co-Directors of the Health, Society, and Populations (HSP) undergraduate major we support the proposed name change of the Department of Health Behavior to the Department of Health, Behavior, & Society in the College of Public Health. We understand that the HSP undergraduate major in the College of Arts & Sciences and the College of Public Health undergraduate major were created in tandem, and we are excited about the level of mutual support that has been fostered throughout this process. We look forward to a fruitful and long-term collaborative relationship.

However, we also want to note that our current support of the Department's name change is not an endorsement of any possible future growth in the College of Public Health that might result in a new major under the same or a similar name as the Department of Health, Behavior, & Society.

Sincerely,



Erin Koch, PhD & Carrie Oser, PhD
Co-Directors, Health, Society, & Populations Program



see
blue.



January 5, 2016

Andrew Hippisley
Chair, University of Kentucky Senate Council

Dear Dr. Hippisley,

The Senate Academic Organization and Structure Committee (SAOSC) met on December 11, 2015 from 3:30 to 4:15 in room 118 Gluck Equine Research Center. The following committee members were in attendance and constituted a quorum: Al Cross, Sam Jasper, Lisa Vaillancourt, Ken Calvert, Ernie Bailey and Michael Kilgore.

The committee members discussed the proposal offered by Andrew Hippisley to create a new Department of Linguistics in the College of Arts and Sciences.

The Linguistic program currently is an interdisciplinary degree program offering BA, BS and Master's degree as well as a minor. The faculty members participating in the program come from English, Hispanic Studies, Modern and Classical Languages, Literatures & Cultures, Philosophy. External reviews of the English Department in 2006 and 2013 applauded the strength of the Linguistics program and recommended that this program be organized as a department to achieve a greater potential. There is a core of 9 faculty, 8 from Department of English and one from Department of Modern and Classical Languages, Literature, teaching almost exclusively linguistic courses, listed under the acronym LIN.

The proposal entails transferring these 9 faculty to comprise the faculty of the new department.

The proposal is supported by the Art and Sciences Dean's Executive Committee by unanimous vote, the Dean of the College of Arts and Sciences; the Chair of Department of English supported the proposal, reporting a faculty vote on Sept 16, 2015 with 33 in favor, 1 opposed and 1 abstention; the Chair of the Department of Modern, Classical Language, Literature also supported the proposal with a department faculty vote of 25 for, 1 opposed and 4 abstained. Response from an Arts and Science faculty council was not reported.

Letters of support also came from faculty at several of our Benchmark Universities.

Prior to this meeting, SOASC members reviewed the proposal online and indicated strong support by email. Since the original purpose of the meeting was to review another proposal, we were not certain we would discuss this proposal and we did not invite anyone to represent the proposal for discussion. However, the committee members regarded the proposal as a well-crafted and the arguments compelling.

At the same time, several committee members observed a discrepancy in the proposal. The author of the proposal indicated that much of the administrative structure for the department were already in place and the costs of developing the new department would be minimal. Expenses for setting up the program would include space renovation and the hiring of a department manager. The letter from the dean indicates enthusiasm and support for the change but states that space renovation is the only cost that will be incurred. The committee recommended that this discrepancy, specifically the need to hire a department manager, be resolved before this proposal goes to the Senate for discussion.

Lisa Vaillancourt made a motion that this proposal be sent to the Senate council with encouragement to recommend approval of the proposal. The motion was seconded by Ken Calvert. The committee members voted for the motions unanimously.

Respectfully and on behalf of the SAOSC,

Ernest Bailey, PhD
Professor
Chair of SAOSC

COVER PAGE FOR CHANGES TO ACADEMIC ORGANIZATION OR STRUCTURE OF AN EDUCATIONAL UNIT

The Senate's Academic Organization and Structure Committee (SAOSC) is tasked by the University Senate with the review of proposals to change academic organization or structure. The information needed by the SAOSC for the review of such proposals is set forth in *Senate Rules 3.4.2.A.5*¹.

The SAOSC has developed a set of guidelines (from the *Senate Rules*) that are intended to ease the task of proposal submission (available at <http://www.uky.edu/Faculty/Senate/forms.htm>). As proposal omissions usually cause a delay in the review process, the individual(s) responsible for the proposal is (are) urged to familiarize themselves with these guidelines before submitting their proposals for review. In particular, the individual responsible for the proposal must fill out Sections I, II and III of this form, as well as include statements and documentation that provide a full accounting of the items a - i, below.

- a. Disposition of faculty, staff and resources (financial and physical);
- b. Willingness of the donating units to release faculty lines for transfer to a different educational unit;
- c. Consultation with the faculty of the unit to which the faculty lines are proposed to be transferred;
- d. Consultation with the faculty of educational unit that will be significantly reduced;
- e. Summary of votes and viewpoints (including dissents) of unit faculty and department/college committees;
- f. Ballots, votes expressing support for or against the proposal by unit faculty and staff and committees;
- g. Letters of support or opposition from appropriate faculty and/or administrators; and
- h. Letters of support from outside the University.

Section I – General Information about Proposal

One- to two-sentence description of change:	Replacement of existing Linguistics Program with new Department of Linguistics in the College of Arts & Sciences and concomitant transfer of degree programs.				
Contact person name:	Andrew Hippisley	Phone:	257-6989	Email:	andrew.hippisley@uky.edu
Administrative position (dean, chair, director, etc.):	program director				

Section II – Educational Unit(s) Potentially Impacted by Proposal

Check all that apply and name the specific unit(s).		
<input checked="" type="checkbox"/>	Department of:	English; Modern and Classical Languages, Literatures, and Cultures
<input type="checkbox"/>	School of:	N/A
<input checked="" type="checkbox"/>	College of:	Arts & Sciences
<input type="checkbox"/>	Graduate Center for:	N/A
<input checked="" type="checkbox"/>	Interdisciplinary Instructional Program:	Interdepartmental Program in Linguistics
<input type="checkbox"/>	Multidisciplinary Research Center/Institute:	N/A

Section III – Type of Proposal

Check all that apply.

¹ Items a-i are derived from *Senate Rules 3.4.2.A.5*. The Senate Rules in their entirety are available at http://www.uky.edu/Faculty/Senate/rules_regulations/index.htm.)

COVER PAGE FOR CHANGES TO ACADEMIC ORGANIZATION OR STRUCTURE OF AN EDUCATIONAL UNIT

<i>A. Changes</i>	
<input type="checkbox"/>	Change to the name of an educational unit.
<input type="checkbox"/>	Change to the type of educational unit (e.g., from department to school).
<i>B. Other types of proposals</i>	
<input checked="" type="checkbox"/>	Creation of a new educational unit.
<input type="checkbox"/>	Consolidation of multiple educational units.
<input checked="" type="checkbox"/>	Transfer of an academic program to a different educational unit.
<input type="checkbox"/>	Transfer of an educational unit to a different reporting unit.
<input type="checkbox"/>	Significant reduction of an educational unit.
<input type="checkbox"/>	Discontinuation, suspension or closure of an educational unit.
<input type="checkbox"/>	Other (Give a one- or two-sentence description below; a complete description will be in the proposal).

Section IV is for internal use/guidance.

Section IV – Guidance for SAOSC, Senate Council and University Senate

SAOSC Review of Type A Proposals (Changes to Type of, or to Name of, an Educational Unit)

- ✓ SAOSC review of proposal.
- ✓ SAOSC recommendation for an additional or joint review by other Senate committee(s) (e.g. Senate's Academic Programs Committee).

SAOSC Review of Type B Proposals (All Other Changes)

- ✓ SAOSC review of proposal.
- ✓ SAOSC recommendation for an additional or joint review by other Senate committee(s) (e.g. Senate's Academic Programs Committee).
- ✓ SAOSC review of proposals for creation, consolidation, transfer, closure, discontinuation, or significant reduction and educational unit, or transfer of an academic program to a different educational unit (attach documentation).
- ✓ Program review in past three years (attach documentation).
- ✓ Request to Provost for new program review (attach documentation).
- ✓ Open hearing (attach documentation).
 - SAOSC information must be shared with unit 10 days prior to hearing.
 - Open hearing procedures disseminated.

Voting by SAOSC, Senate Council and University Senate

- ✓ Endorse (or do not endorse) the academic organization, reporting, infrastructure, etc.
 - This vote is taken by the SAOSC, SC and Senate for every SAOSC proposal.
- ✓ Approve (or do not approve) the academic status or content of academic program.
 - This vote is taken by the SAOSC, SC and Senate only when the review involves an MDRC.

**Senate Academic Organization and Structure Committee (SAOSC)
Guidelines for Preparing a Proposal for Change in Organization
May 5, 2011 (revised December, 2013; October 2014)**

This document provides guidance on the preparation of proposals to change (modify or create) the organizational structure of an academic unit focused primarily on the academic aspects of the structural change. The recommendations are based on the experience of previous proposal documents and issues that have come up through the vetting process. Your proposal should consider that some members of the SAOSC committee, Senate Council, and University Senate may not be familiar with the relevant academic disciplines. Some suggested questions may not be applicable to every proposal but after reviewing a number of proposals these areas are often brought up during discussion. The hope is to shorten the time it takes to reach a proposal decision for proposers.

When submitting a proposal that may be reviewed by multiple Senate committees, anticipate that these committees will focus on different criteria in accordance with their charges. The SAOSC committee devotes much attention to issues such as the rationale for a unit's existence and structure, staffing sources, leadership selection processes, evidence of sustained financial viability and documentation of consultation with affected parties.

The following is a list of questions that may be applicable to your proposal. Address those items which are pertinent in the text of your proposal.

1) What is the impetus for the proposed change?

Linguistics at UK is an A&S interdisciplinary program that hosts a BA/BS and Master's degree, as well as a minor. This is unusual in several ways: (i) no other A&S interdisciplinary program hosts both undergraduate and master's degrees; (ii) while no other A&S interdisciplinary program manages its own full set of courses, the Linguistics program offers its full curriculum under the LIN prefix, and our cross-listed courses are generally hosted by their LIN sections; (iii) most of UK's benchmark institutions have dedicated linguistics departments. Both our 2007 and 2013 external reviews strongly recommended the creation of a Department of Linguistics to better serve the needs of the students pursuing linguistics degrees and of the faculty teaching them (In addition, the two most recent external reviews of the Department of English – 2006 and 2013 – made similar recommendations.) The authors of our 2013 external review gave linguistics an excellent assessment:

The Program stands out among US linguistics programs (including both departments and interdepartmental programs like UK's) in three main respects: its strength in morphology is unmatched in any other linguistics program that we know of; its development of teaching and research in Appalachian English greatly enhances its contributions to the region; and the move toward incorporating computational and statistical methods in its entire curriculum is inspired. (External review pages 1-2.)

The reviewers stated that without departmental status, linguistics at UK would not reach its full potential.

2) What are the benefits and weaknesses of the proposed unit with specific emphasis on the academic merits for the proposed change?

The 2013 external review listed the benefits of a Department of Linguistics. The move to

departmental status would recognize our excellence in teaching and research across the curriculum; this would facilitate development of our established strengths, enhance our existing ties with other departments (Anthropology, English, Hispanic Studies, Modern and Classical Languages, Literatures & Cultures, Philosophy, and Sociology within the College of Arts and Sciences; Computer Science within the College of Engineering); and provide a framework for the creation of new ties (e.g. Gender and Women's Studies, Geography, History, Psychology, Statistics in A&S, Communication in the College of Communication and Information Science, Curriculum and Instruction in the College of Education, and Rehabilitation Sciences in the College of Health Sciences). Current UK faculty initially joining the new department will come from the Department of English, in all cases but one. The primary focus of the department of English is on literature, film, cultural studies, and creative writing; linguistics as a discipline does not fit naturally in this group. The establishment of a Department of Linguistics will further enhance our ability to apply the metrics for excellence and rigor proper to the discipline of linguistics to FMER and T&P and other faculty review and reward processes.

The weakness of the current administrative structure for linguistics at UK is precisely the fact that it is interdepartmental. As a matter of administrative convenience, linguists have been housed in different departments across campus and this has actually worked to our detriment; rather than being able to work in a unified way with common cause, linguists have had to address the priorities of the departments in which they are housed – priorities which by and large do not emphasize linguistics; and the creation of a new department will allow UK's linguists to work together for the progress of the discipline of linguistics on campus rather than working at cross-purposes with colleagues in other disciplines.

3) Describe the organization of the current structure and how the proposed structure will be different and better. Current and proposed organizational charts are often helpful in illustrating reporting lines.

The Linguistics Program is currently an interdepartmental program, with faculty "affiliated" to the program from several departmental units that serve as their budgetary and tenure homes (English, Hispanic Studies, Modern and Classical Languages, Literatures & Cultures, Philosophy). The faculty affiliated to the program under the current guidelines for affiliation engage in the teaching, service, and administration of the program to differing degrees, as individually desired and as allowed by obligations to their home departments. The result is that there is a core group of faculty (listed under question #6 below) that teaches nearly exclusively LIN courses and bears the responsibility for assuring the staffing of the undergraduate major and minor curriculum as well as that of the MA degree and the bulk of the service and administration duties, and a more loosely affiliated group of faculty that performs occasional LIN teaching and service duties. There is a program director who oversees the functioning of the program in all its elements and who in some administrative aspects reports to the chairs of the departmental homes of the individual faculty, and in other administrative aspects reports directly to the dean of the college. The program director also currently takes on the duties of DUS. In addition, there is a DGS with normal DGS responsibilities vis-à-vis the MA degree program, and two LIN-specific committees: the Admissions & Awards Committee and the Curriculum Committee. There is a small LIN budget administered by the program, but individual faculty salaries and research funds are administered through their budgetary home departments. All faculty recognition and reward procedures (merit reviews, pre-tenure reviews, tenure and promotion reviews) are also handled in the individual departmental tenure homes.

In the words of the authors of the external review report: "We find that the current program status, being housed in English with limited control over hiring and promotion and tenure decisions,

budget allocation, and TAs, and at the mercy of other departments for the allocation of teaching resources, creates too many problems that constrain LIN's ability to live up to its tremendous academic and teaching potential.”

The proposed departmental structure will allow for consolidation and elaboration of all aspects of the program, including governance, resources (financial, physical, and human), and administrative reporting lines. To allow for more efficient and effective management of resources, it will create a full set of elected administrative positions (Chair, DGS, DUS) and stabilize the committee infrastructure. It will provide the necessary autonomy to more effectively advocate for programmatic needs. As an independent unit, the visibility of Linguistics will increase as will the possibility for representation at the College and University level. The sense of community among the participating faculty will be enhanced. All of these factors are crucial for the recruitment and retention of top students and faculty at all levels, and the strengthening and expansion of the teaching and research capabilities and capacities of the program.

4) How does the change fit with department, college, and/or university objectives and priorities?

The College of Arts & Sciences is dedicated to high quality teaching and research, partly through cross-departmental collaboration. While interdisciplinary teaching and research have always been at the core of the program, cross-departmental collaboration has been hampered by the current fragmented administrative structure. In its emphasis on interdisciplinary teaching, the external review encourages the formation of a Department of Linguistics to improve the effectiveness of interdisciplinary teaching by unifying all teaching responsibilities under one unit, to provide greater opportunities for cross-disciplinary teaching by operating cross-listed courses across departmental lines, and to better connect the research and teaching mission by creating an academic unit that can host graduate programs. Departmental status will also promote higher levels of research activity through a department-based research mission whose implementation and assessment is through department level guidelines and evidences, and whose expansion will be based on targeted hires.

5) How does this change better position the proposers relative to state and national peers, as well as University Benchmark Institutions? How does the change help UK meet the goals of its strategic plan?

There are no Departments of Linguistics in the Commonwealth of Kentucky. Of UK's eleven benchmark institutions, shown in the table, only two lack a department of linguistics, the University of Minnesota and the University of Missouri at Columbia. Nationally most state flagship universities have a Department of Linguistics.

Table: Benchmark institutions

Benchmark	Department of Linguistics?
Michigan State University	Yes
Ohio State University	Yes
University of Arizona	Yes
University of California – Davis	Yes
University of Florida	Yes
University of Iowa	Yes
University of Michigan – Ann Arbor	Yes
University of Minnesota – Twin Cities	Institute of Linguistics
University of Missouri – Columbia	No.
University of North Carolina at Chapel Hill	Yes.
University of Wisconsin – Madison	Yes.

Departmental status will provide a greater opportunity for retaining and attracting nationally and internationally renowned faculty in linguistics, in accordance with the Research and Scholarly Work objective of the strategic plan. It will also serve as the natural host of the current MA in Linguistic Theory and Typology and the planned PhD in Linguistics, programs that will serve the Graduate Education objective of the strategic plan since a department will allow us to recruit and retain outstanding domestic and international graduate students from all backgrounds and nationalities. In keeping with the objective of Strengthening Diversity and Inclusivity, as a department we will be in a better position to attract the highest caliber minority postdocs and train them for faculty positions. We have already hosted a number of Lyman T. Johnson postdocs of Hispanic and Native American origin who have gone on to get faculty positions in American universities.

6) Who are the key personnel associated with the proposed unit? Provide qualifications of these personnel in a brief form. A complete curriculum vitae for each person is not needed, although pertinent information in tabular format is helpful.

Faculty	Rank	Degrees	Areas of specialization
Rusty BARRETT	Associate	PhD in Linguistics UT Austin, 1999	sociolinguistics, linguistic anthropology, Mayan languages
Anna BOSCH	Associate	PhD in Linguistics U of Chicago, 1991	phonology, dialectology, Celtic languages
Andrew BYRD	Assistant	PhD in Indo-European Studies UCLA, 2010	historical linguistics, phonology, Indo-European languages
Jennifer CRAMER	Assistant	PhD in Linguistics UIUC, 2010	dialectology, sociolinguistics, Kentucky English, Appalachian English
Fabiola HENRI	Assistant	PhD in Linguistics U of Paris 7, 2010	creolistics, morphosyntax, French-based creoles
Andrew HIPPISEY	Full	PhD in Morphology U of Surrey, 1997	morphosyntax, computational linguistics, Slavic languages, Iranian languages

Mark LAUERSDORF	Associate	PhD in Slavic Linguistics U of Kansas, 1995	historical linguistics, sociolinguistics, corpus linguistics, Slavic & Germanic languages
Kevin McGOWAN	Assistant	PhD in Linguistics U of Michigan, 2011	phonetics, sociolinguistics, computational linguistics, experimental methods
Gregory STUMP	Full	PhD in Linguistics Ohio State, 1981	morphosyntax, formal semantics, Indo-Iranian languages

7) Discuss leadership and selection process for appointing a chair, a director, or interim leader and search process, etc.

Any tenured member of the Linguistics Department’s core faculty member is eligible to serve as chair. The selection of the chair will proceed in accordance with GR VIII A 3

Search committees for chairs of academic departments shall be appointed by the deans of the colleges after consultation with (1) the associate dean or director of the school within the college if the department is in such a school; (2) the faculty of the department; and (3) the Dean of the Graduate School if the department is involved in a graduate program.

8) What is the function of the faculty/staff associated with the proposed change and how is that relationship defined? Discuss DOE, adjunct, full-time, voting rights, etc.

The Department of Linguistics’ core faculty (as listed in section 6 above) is responsible for teaching, advising, and service in support of the BA and BS in Linguistics, the MA in Linguistic Theory & Typology, and (pending approval) the PhD in Linguistics. All members of the core faculty have their tenure home in the Department of Linguistics; all are full-time faculty, all have voting rights in the department, and all are expected to serve on departmental committees. The standard teaching load for core faculty is 2-2; service as DGS or DUS is compensated with a course reduction and service as chair entails a two-course reduction. The typical DOE of core faculty will be as follows:

	Assistant	Associate	Full
Teaching	45%	45%	45%
Research	50%	45%	40%
Service	5%	10%	15%

Individuals serving as DUS, DGS, department chair will have her/his DOE adjusted to reflect the administrative responsibilities.

Faculty in other departments may have the status of affiliated faculty in the Department of Linguistics. Affiliated faculty will sometimes teach LIN courses and serve on student committees; they will not have voting rights in the Department and will not serve on departmental administrative committees.

9) Will the proposed change involve multiple schools or colleges?

No.

10) If the proposed change will involve transferring personnel from one unit to another, provide evidence that the donor unit is willing and able to release the personnel.

See attached letters from the chairs of the Department of English and the Department of Modern and Classical Languages, Literatures & Cultures.

11) What is the arrangement of faculty associated with the proposed change and how is that relationship defined? Discuss faculty DOE and status as adjunct, tenure track, or tenured. Describe the level of faculty input in the policy-making process including voting rights and advisory.

Eight of the nine core faculty (see list in section 6 above) currently have appointments in the Department of English; Mark Lauersdorf's current appointment is in the Department of Modern and Classical Languages, Literatures & Cultures. All nine currently belong to the interdepartmental Linguistics Program faculty. Barrett, Bosch, Hippisley, Lauersdorf and Stump have tenure; Byrd, Cramer, Henri and McGowan have tenure-track appointments. All nine core faculty participate in the policy-making process; all have voting rights. Hippisley is the current director of the Linguistics Program and DUS; Stump is the Linguistics Program DGS. Currently, the two principal committees are the Admissions & Awards Committee (chaired by Lauersdorf) and the Curriculum Committee (chaired by Barrett). DOE and course release policies are covered in section 8 above.

12) Discuss any implications of the proposal for accreditation by SACS and/or other organizations.

There are no accreditation implications.

13) What is the timeline for key events in the proposed change? Student enrollments, graduates, moved programs, closed courses, new faculty and staff hires, etc.

Key events associated with the proposed change are the following:

- transfer of the existing BA, BS, and MA degree programs in linguistics to the Department of Linguistics;
- transfer of affiliation from current departmental homes to the new department for the nine core faculty;
- appointment of departmental administrators: Chair, DGS, DUS;
- election of members of departmental committees;
- hiring of department manager;
- establishment of a departmental office with the customary accoutrements;
- reflection of change to department status in all internal and public-facing databases, documents, and sources of university information.

The processes leading to the effectuation of these changes will be initiated immediately upon approval of the new department.

14) If the proposal involves degree changes*, describe how the proposed structure will enhance students' education and make them more competitive. Discuss the impact on current and future students. State assumptions underlying student enrollment growth and describe the plans for student recruitment.

The Linguistics Program currently offers a BA, a BS, an undergraduate minor, and an MA in

Linguistic Theory and Typology. The number of linguistics majors has grown steadily over the last decade and we do not expect the trend to change; on the contrary we have witnessed a steady annual increase in the number of incoming freshmen intending to major in linguistics. There is a successful recruitment strategy in place for the MA program, and a University Scholars program proposal is under development. A linguistics degree granted by an autonomous department of linguistics will carry more weight and prestige than one granted by an interdepartmental program; in addition, a full-fledged department of linguistics will provide a more robust infrastructure for supporting our students' preparation and training in linguistics.

- 15) Include evidence that adequate financial resources exist for the proposed unit to be viable. A general description of the new costs and funding should be provided. A letter from the Provost, Dean, or other relevant administrators may affirm commitment to provide financial resources as appropriate. An exhaustive budget is not expected.**

Though funding will be necessary to hire a department manager and set up a departmental office, the essential components of the department are already provided for in the existing college budget and functioning within the college's business structure. The accompanying letter from the dean of Arts & Sciences outlines the financial commitment from the college to make the creation and running of the department possible.

- 16) The proposal should document any faculty votes and departmental or school committee votes as appropriate leading up to this point in the process. The SAOSC recommends that faculty votes be by secret ballot. Include in your documentation of each vote taken the total number of eligible voters and the number that actually voted along with the breakdown of the vote into numbers for, against and abstaining. A Chair or Dean may appropriately summarize supporting and opposing viewpoints expressed during faculty discussions.**

The transition to departmental status was voted on by the Linguistics Program on 30 April 2014 and was unanimously approved. At the 16 September 2015 meeting of the Department of English (the primary donor department) a vote was taken by secret ballot. The outcome was: 33 in favor, 1 opposed, 1 abstention. At a 29 September 2015 meeting of the Department of Modern and Classical Languages, Literatures, and Cultures a vote was taken by secret ballot. The outcome was: 25 in favor, 1 opposed, 5 abstentions.

- 17) The committee will want to see evidence of academic merit and support from key parties. Letters of support (or opposition) are encouraged from the relevant senior faculty and administrators. Relevant faculty and administrators include those in units directly involved in the proposed change (including existing units from which a new unit may be formed.)**

See attached letters from Jeff Clymer, Mark Kornbluh, Jeanmarie Rouhier-Willoughby.

- 18) Indicate how the new structure will be evaluated as to whether it is meeting the objectives for its formation. Timing of key events is helpful.**

Every year, the chair of the Linguistics Department will gather and report on the following evaluative criteria:

- Publications and presentations of faculty and students;
- Faculty and student grants and awards;
- Participation of faculty and students in cross-departmental/cross-college collaborations in research and teaching;
- Participation of faculty and students in national and international collaborations in research and teaching;
- Hosting visiting speakers and professional events;
- Public engagement and community outreach;
- Teaching honors, awards, innovations, and other successes;
- Number of undergraduate majors and graduate students;
- Number of applicants to graduate programs;
- Ratio of admissions to degrees granted;

- Time to degree;
- Employment of graduates (at the BA/BS, MA, and PhD levels);
- Admission of graduates (at the BA/BS and MA levels) to other universities.

This report will provide the starting point for a general discussion on how the department and the college can work together to enhance our effectiveness with respect to these criteria.

19) Letters of support from outside the University may be helpful in understanding why this change helps people beyond the University.

See attached letters from Mark Aronoff, Alice Harris, Brian Joseph, Barbara Partee, Sally Thomason.

Approved by the Interdepartmental Program in Linguistics on 15 May 2015.



College of Arts and Sciences
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November 16, 2015

To Whom It May Concern,

During an ad hoc meeting on November 13, 2015, the Dean's Executive Committee voted unanimously to approve the formation of a Department of Linguistics.

Best Regards,

Chana Akins

Chana Akins, PhD
Professor of Psychology
Co-Chair, Executive Committee



College of Arts and Sciences
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202 Patterson Office Tower
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November 20, 2015

Academic Senate
University of Kentucky

Dear Colleagues:

I am writing in the strongest terms to support the creation of a Department of Linguistics in the College of Arts and Sciences. This is a development long in the making for which the present moment is auspicious.

Around the country, linguistics units generally take the form of independent departments. At UK, our linguist faculty members are mostly housed in the Department of English, as are the Linguistics Major and the MA Program in Linguistics. English has been the home of linguistics for at least thirty-five years. However, there is almost no intellectual connection between the study of literature and culture, which dominates in English departments, and the study of language, which is the province of linguistics.

A recent external review of the Linguistics Program strongly recommended the formation of a separate Linguistic Department. This is also the opinion of the general linguists and it is supported by the faculty in English, and also by the faculty of MCL, in which one individual who wishes to move to a Department of Linguistics is currently housed. The Dean's Office also strongly supports the formation of this department, as does the College's Executive Committee. We are fortunate to have assembled a very strong group of general linguists spread across the major areas in the discipline. In recent years we have purposely hired linguists which fulfil the breadth of specialties needed to justify a department. The recent external review concurs with this judgement. Creating a department will allow the linguistics program to evolve on its own in ways conducive to the study of language, unconstrained by institutional inclusion in a different unit. LIN has enjoyed steady increases in majors and course enrollments in recent years, and it can better serve these populations if it has greater autonomy over its operations. Finally, creating the department will not require much in the way of resources. LIN has already had its own operating budget for some years (including research monies), and we can staff the new department without hiring additional staff. The only expenses that would be incurred in setting up the department would be minor renovations of offices where the LIN faculty will be consolidated in Patterson Office Tower.



In sum, the institution of a Department of Linguistics is intellectually justified, supported by all relevant units, feasible given the faculty in place, beneficial for the LIN program and its students, and inexpensive. For these reasons, the College of Arts and Sciences strongly supports this proposal.

Sincerely,

A handwritten signature in black ink, appearing to read 'M. Kornbluh', with a long, sweeping underline that extends to the right.

Mark Lawrence Kornbluh
Dean



Jeffory A. Clymer
Department of English
1215 Patterson Office Tower
Lexington, KY 40506-0027

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www.as.uky.edu/English

November 11, 2015

Mark Kornbluh, Dean
College of Arts & Sciences
202 Patterson Office Tower
University of Kentucky

Dear Dean Kornbluh:

I write to indicate the Department of English's support for the establishment of a newly formed Department of Linguistics. At our September 16, 2015 faculty meeting, the English faculty discussed the Linguistics program's proposal for department status. The English faculty voted 33 in favor, 1 opposed, and 1 abstention in support of the proposal.

Of course, the majority of the faculty in a newly-formed Linguistics department will come from the English Department. The English department understands and views Linguistics teaching and research, in their current modes, as far removed from those of literature, creative writing, film studies, and cultural studies – the main foci of English as it is currently practiced in the US academy. While in the past, Linguistics and English had more in common intellectually, the past twenty to thirty years has seen English become more theoretical and historical in focus, while Linguistics has evolved in its own directions as a discipline.

The English faculty very much value their Linguistics colleagues, while also recognizing that the dissimilarity in our disciplines means that Linguistics can likely thrive best in its own independent department. I add my own personal endorsement as Chair to that of my colleagues, and look forward to working with the new Linguistics department.

Yours Truly,

A handwritten signature in black ink, appearing to read 'Jeffory A. Clymer'.

Jeffory A. Clymer
Professor and Chairperson



Cottrill-Rolfes Chair of Catholic Studies
Department of Modern and Classical
Languages, Literatures, and Cultures
1015 Patterson Office Tower
Lexington, KY 40506-0047

859 257-7016; david.hunter@uky.edu

November 2, 2015

Dr Andrew Hippisley
Professor and Director of Linguistics
Department of English, 1377 Patterson Office Tower
University of Kentucky
Lexington, Kentucky 40506-0027 USA

Dear Andrew:

I am writing to report to you the vote of the faculty of the Department of Modern and Classical Languages, Literatures, and Cultures regarding the establishment of a Department of Linguistics at the University of Kentucky. On September 29, 2015 the matter was presented to the department for discussion and vote. The following resolution was proposed: "Be it resolved that the faculty of the Department of Modern and Classical Languages, Literatures, and Cultures endorses the proposal to created a Department of Linguistics in the College of Arts & Sciences at the University of Kentucky." The text of the resolution and the Linguistics proposal had been previously distributed to the department and discussed by the department's Executive Committee as well.

After a brief discussion, a vote was taken and resulted in the following tabulation:

Yes:	25
No:	1
Abstain:	4
Blank	1

This vote was recorded in the minutes of the department meeting, which were approved by the department at its meeting on October 27, 2015.

Please let me know if you need any further information.

Sincerely,

A handwritten signature in black ink that reads 'DGHunter'.

David G. Hunter
Interim Chair, Department of Modern and Classical Languages, Literature



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October 24, 2015

Andrew Hippiisley, Chair
Program in Linguistics
University of Kentucky
Lexington, Kentucky 40506-0027

Dear Professor Hippiisley,

Thank you for offering me the opportunity to comment on the possibility of creating a new Department of Linguistics at the University of Kentucky. Having made my first academic visit to the campus in 1987, having served as an external member of the 2008 committee for review of the Program in Linguistics, and having kept up with publications by several of your faculty in the areas of morphology and historical linguistics, I feel that I am somewhat familiar with your academic program.

Since the time of the external review I participated in or even earlier, I have felt strongly that it was in the best interests of the University of Kentucky and the students it serves to create a department of linguistics. Status as a department would increase the national and international visibility of the existing program. Moving linguistics faculty members out of the departments of English and Slavic would remove from them the obligations to serve in those departments and free them for service promoting linguistics. Doing so would ensure that they will always be in a supportive environment; for, while these departments have been supportive of linguistics in recent years, they might not always be in the future. With greater control over personnel decisions, linguistics is more likely to be successful. Finally, a department of linguistics would be more visible to students, who may otherwise not understand the real strength of that unit.

I was on the faculty of Vanderbilt University for nearly twenty-five years and chaired their Department of Germanic and Slavic Languages for nearly ten. While there I learned that many of the Vanderbilt undergraduates interested in continuing their study of linguistics do not want to leave the southeast. There is a dearth of linguistics departments in the southeast offering graduate work. Some students are willing to go as far west as Austin, TX, where there is an excellent department. The University of North Carolina has a fine department in Chapel Hill. The few others are less strong academically. The program at the University of Kentucky is an excellent one that I would not hesitate to send a student to, but some students are put off by its current status as a program, which they do not understand.

Perhaps the way I can be most helpful to the Senate committee that will review the documents for the creation of a new department is to attest to the high academic quality of the existing Program in Linguistics. The quality of an institution is most clearly reflected in the quality of the faculty. Gregory Stump has been leading linguistics at the University of Kentucky for decades, and in the field he is viewed as a distinguished morphologist. When I started a regular series of conferences in morphology, the American International Morphology Meeting (AIMM), it was Greg Stump I invited to be the keynote speaker at the very first meeting. And when I organized a followup meeting of AIMM earlier this month, I turned to Greg to chair the program committee, knowing that he would be objective and would deliver an excellent program on time. (And he did do that!) Both are indicative of his stature in the field. He is truly a leader of the field, in the sense that his work has taken us in new, creative directions. This is especially

true of his 2001 book *Inflectional Morphology: A Theory of Paradigm Structure*, his work with Raphael Finkel, and his new book *Inflectional Paradigms* (which I do not think is available yet, but which I read at the invitation of the publisher).

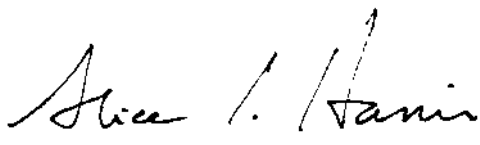
Andrew Hippisley brings expertise in computer modeling, morphology, and typology. Before coming to Kentucky, Hippisley was a member of the research group in morphology at the University of Surrey, arguably the strongest and most productive research group in morphology in the world. While at Kentucky he has been a leader in what I regard as a most fruitful movement toward a more computational approach to morphology, firmly grounded in facts of language cross-linguistically. In recent years he has developed a very positive reputation in the field of Indo-Iranian morphosyntax, that is, the morphology and syntax of Indic and Iranian languages. Stump and Hippisley are true leaders in linguistics, and the other members of the faculty round out an excellent program with a national reputation.

The graduates of a program are also indicative of its quality, and I choose two as "bookends" of the Linguistics Program. One is my valued colleague at the University of Massachusetts, Lisa Green. Lisa earned an M.A. degree at the University of Kentucky in 1987 and is recognized today for her scholarly contributions to the study of the syntax of African American English, to the study of the development of language in the African American child, to the education of African American children, and to the diagnosis of speech disorders in African American children, as well as for outreach to young scholars through the Center for the Study of African American Language and to the community. The Linguistic Society of America has recently announced that in January 2016 Lisa will be inducted as a Fellow, one of the highest awards available in our field.

The second "bookend" is a 2015 M.A. graduate of the University of Kentucky, Sadiqeh Moradi, whom I met recently. I met Sadiqeh when she attended a morphology conference at my university; I had ample opportunity to talk with her because she stayed in my home. I was very impressed with Sadiqeh, just at the outset of her career as a specialist in morphology. As a native speaker of Farsi (Persian), a graduate of Kentucky, and a student of the distinguished morphologist Mark Aronoff, Sadiqeh is set to make important contributions to our field, and I am confident that she will succeed in the things she hopes to do.

In 2017 the University of Kentucky will host the Linguistics Institute, co-sponsored by the Linguistic Society of America (LSA). The biennial Institute takes place on a different campus each time and is one of the most important activities of the LSA. That imminent event makes this a perfect time to promote the Program in Linguistics to departmental status. This would bring greater visibility to the new Department and would showcase its teaching and research, as the Institute is announced and advertised in the two years leading up to the summer of 2017. Faculty, students, and other visitors are more likely to take part in the Kentucky Linguistics Institute if they see that the unit has the status of department. In short, status as a department is essential for this unit to live up to its great potential, and there is no better time for this than now.

Sincerely,

A handwritten signature in black ink, reading "Alice C. Harris". The signature is written in a cursive style with a large, prominent initial "A".

Alice C. Harris

University of Michigan

Sarah Grey Thomason, Department of Linguistics,
440 Lorch Hall, University of Michigan, 611 Tappan Street, Ann Arbor, MI 48109-1220, U.S.A.
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15 November 2015

Dean Mark Kornbluh
College of Arts & Sciences
University of Kentucky
Lexington, KY 40506

Dear Dean Kornbluh:

I am writing to express my enthusiastic support for the establishment of a Department of Linguistics at the University of Kentucky, to replace your current Program in Linguistics. I became quite familiar with the Program last year, when I served on its external review committee. All of us who served on that committee were greatly impressed with the achievements of the Program, especially in view of the considerable logistic handicap under which it was operating. A change from Program to Department would remove the logistic problems, and it would also recognize and enhance the faculty's ability to teach and conduct research at the highest level.

I was struck last year by the fact that the Program faculty have been able to design and administer coherent and effective undergraduate and M.A. programs in spite of their lack of control over teaching assignments, which are ultimately governed by individual faculty members' tenure/tenure-track departmental homes. These highly successful teaching programs are possible largely because the English Department is so supportive; some Program faculty who belong to other departments apparently have limited opportunities to contribute enough of their teaching effort to Linguistics to help maintain a sufficient level of course offerings in linguistics. And even in the English Department, a change in departmental administration would have the potential to cause difficulties for the Program in Linguistics: the current situation (that is, current as of winter 2014) depends on the good will of the English Department.

Establishing a Department of Linguistics would of course eliminate uncertainties about staffing crucial courses, for all faculty who join the new Department. Linguists who retain their current departmental affiliation would probably still have limited opportunity to teach linguistics courses, but overall planning would be an improvement over the current position. Course scheduling can always present difficulties with a small faculty, but departmental independence would give Linguistics faculty autonomy in arranging their schedules, and that in turn would make planning much easier.

The Linguistics faculty already have an admirable scholarly profile; several of them

are nationally and internationally prominent in their subfields. Like members of linguistics departments around the country, they have a strong sense of a shared intellectual mission. But both their departmental affiliations and their office space are scattered, and this circumstance necessarily makes it harder for them to form a cohesive intellectual community and to develop cross-subdisciplinary research and teaching projects. It also makes it more difficult for their graduate students in particular to develop the kinds of collegial interactions that are so important for the success of a graduate program and of individual graduate students. Establishing a Linguistics Department, with its own space for faculty and graduate students, would remove these physical barriers to the development and maintenance of a vibrant teaching and research community.

A new Department of Linguistics would surely occupy an intellectual space within the University of Kentucky that closely resembles that of other linguistics departments, including ours at the University of Michigan: Linguistics would be the focus of teaching and research in linguistics at the university and would serve as a center that draws together linguists from other departments and schools within the university. Linguistics is a field that has deep interdisciplinary ties, and these are best developed when there is a strong core – namely, a Linguistics Department – that welcomes participation in its classes and events from faculty and students in related disciplines. Linguistics at the University of Kentucky already attracts participants from a variety of units, but a Linguistics Department can serve as an effective center in ways that a Program in Linguistics cannot.

Sincerely,

A handwritten signature in black ink that reads "Sarah G. Thomason". The signature is written in a cursive, flowing style.

Sarah G. Thomason
Bernard Bloch Distinguished University Professor of Linguistics



23 November 2015

Professor Andrew Hippisley
Program in Linguistics
University of Kentucky
Lexington, KY

Dear Andrew and Colleagues:

It is my pleasure to offer my strong support to your Program's efforts to become constituted as a full-fledged department within your university. As I see it, you have all the necessary elements: a research profile generated by your faculty that is highly visible on both the national and the international fronts, a vibrant undergraduate major, and a nascent graduate program that is developing a character of its own. I elaborate on these points in what follows.

As to research, while all of your faculty contribute to said research profile, I can mention four faculty in particular whose work I know well and whose productivity and impact are especially high: Professor Greg Stump, Associate Professor Mark Lauersdorf, Assistant Professor Andrew Byrd, and, if it is not impertinent for me to say so, yourself, too. Professor Stump and you both have come to have an international reputation in morphological theory, having contributed important research monographs published with the leading press in our field, Cambridge University Press, along with numerous influential articles placed in key journals, and now editing a major handbook (the *Cambridge Handbook of Morphology*) that is destined to be a landmark publication. Mark Lauersdorf is one of the few Slovak specialists in the United States today and has complemented his Slavic linguistic research with important work in digital humanities. Finally, Andrew Byrd's work continues a noble and crucial two-hundred-year-old scholarly tradition in Indo-European linguistics — the historical source of the scientific basis of Linguistics as a discipline -- enriched by a faculty with current theoretical insights in phonology; his book on the syllable in Indo-European is a case in point.

As far as teaching is concerned, the size alone of your undergraduate major, with as many students proportional to your overall student population as we have at Ohio State, for instance, speaks to the quality of your offerings; students vote with their feet, so to speak, so numbers, especially for a somewhat arcane subject that students are not exposed to in high school, are particularly telling.



I can mention too that a major research institution such as University of Kentucky is anomalous among its peers in not having a department of Linguistics. Given the growth of the field in recent decades and the emerging importance of computational approaches in linguistic research — an area in which Kentucky has considerable strength (all of the senior scholars I mention by name above have a significant computational component to their research) — one would have to wonder why Kentucky is behind the times if Linguistics were not to be a stand-alone department.

I trust that these brief words are sufficient to indicate the strength of my conviction that departmental status is called for in your case, a conviction built on your own strengths in research and teaching.

Sincerely yours,

BRIAN D. JOSEPH

Distinguished University Professor of Linguistics, and
The Kenneth E. Naylor Professor of South Slavic Languages and Linguistics
Fellow (2013-14) Center for Hellenic Studies, Harvard University
Fellow, American Academy of Arts and Sciences
Fellow, American Association for the Advancement of Science
Fellow, Linguistic Society of America
Member and former Chair, Ohio State Academy of Teaching
Former Editor (2002-2008), *Language. Journal of the Linguistic Society of America*



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October 31, 2015

Professor Andrew R Hippisley
Professor and Director of Linguistics
Department of English, 1377 Patterson Office Tower
University of Kentucky
Lexington, KY 40506-0027
USA

e-mail: andrew.hippisley@uky.edu

Dear Professor Hippisley,

You asked me if I might write a letter of support for the establishment of a Linguistics Department at the University of Kentucky, in place of the current Program in Linguistics. I am very happy to hear the news that such a proposal is in the works; it seems to me an excellent idea.

I have studied the materials you sent me, including the department's own proposal (October 2014 version) and the report of the External Committee in March 2014. My letter is also informed by my having known Professor Gregory Stump since he was a graduate student in the late 1970's, by talking with a faculty member of our department who got her M.A. in your English Department in 1987 specializing in linguistics with Professor Stump, and who has visited your department several times since then; and by talking with one of our own Ph.D. students who just recently gave a linguistics colloquium for your program. All of the evidence points in the same direction: your university clearly has the strength and coherence in faculty and students to have a successful Linguistics Department, and having a Linguistics Department would in turn be of great benefit to those in it, to a wider range of students and colleagues in your university, and to the academic and non-academic communities you connect with.

As your External Committee stated, the faculty at the core of the Linguistics Program are excellent, and the BA, BS, and MA programs are good, coherent programs that are attracting good students in ever-increasing numbers. The faculty member I know first-hand, Professor Stump, is a world leader in morphology and morphosyntax. The External Committee wrote, "[the program's] strength in morphology is unmatched in any other linguistics program that we know of;" and that is very strong language coming from a committee that includes Mark Aronoff, himself a world leader in morphology. I note that your program has two specialists in morphology, Professor Stump and yourself -- so I can readily agree with the External Committee that morphology can be showcased as one of the special strengths of the new department in both research and teaching. And morphology is a very natural theoretical specialty to combine with computational

linguistic work, with the study of language acquisition, and in many other interdisciplinary combinations. When I used to teach introductory courses, I always preferred to begin with morphology, because I found it the most accessible part of linguistics for students to understand and a good medium for introducing students to scientific reasoning about the native speaker's unconscious knowledge. For similar reasons, I think that morphology is a very good thing to be strong in, and not many other departments in the US really specialize in it.

Sociolinguistics appears to be another big strength of the program; I don't know about your sociolinguists first-hand, but the External Committee's report is strongly argued, and I have no reason to doubt their assessments. That's an important subfield of linguistics which is in fact weak at some of the strongest theoretical departments, like my own or MIT's. Through sociolinguistics, linguistics can play a valuable role in educating the public about socially important issues, such as linguistic discrimination, bilingualism, dialects, and language preservation. The External Committee especially pointed to your development of teaching and research about Appalachian English as a valuable contribution.

Such strength argues in favor of departmental status; only with departmental autonomy will you be able to do rational planning and development. As in any interdepartmental Program, the linguistics faculty now have to develop their curriculum under constraints imposed by the participating departments. Quoting again, "the current program status, being housed in English with limited control over hiring and promotion and tenure decisions, budget allocation, and TAships, and at the mercy of other departments for the allocation of teaching resources, creates too many problems that constrain LIN's ability to live up to its tremendous academic and teaching potential." (External Committee report, page 11.)

Departmental status will benefit students and faculty both internally and externally. Internally, the External Committee gave many clear strong arguments in Section 4 of their report, some of them summarized in the sentence just quoted. Externally, it's quite clear that being a Department confers a higher 'status' than being a Program, in part because it's well known that a Program has less autonomy and is less able to plan and build over time in an intentional way. Students with degrees from a Linguistics Department are at an advantage over students from a Linguistics Program in both the job market and in graduate school applications. And the Department will have more visibility externally than the Program has had; this can help faculty get grants, fellowships, awards, etc., and it will also help in attracting students into the undergraduate and M.A. degree programs.

The university should benefit. Right now I'm not sure the university fully appreciates what excellent linguists it has. Once Linguistics is a department, and its reputation has had some time to spread, it may be anticipated that the University of Kentucky's Linguistics Department will do well in national rankings and bring credit to the whole university. The university should also benefit from the fact that cross-institutional comparisons will be much easier to make when one can compare Linguistics

Departments across peer institutions. And there are meetings for Department Heads at the annual meeting of the Linguistic Society of America; those are also open to heads of Linguistics Programs, but by default things are geared towards Departments; the LSA facilitates discussion of best practices and alerts departments to nationwide issues or government policies, grants programs, etc., that may be of relevance to them.

Your strength in Linguistics is not new, especially since Professor Stump has been on your faculty for most if not all of his distinguished academic career. I knew him as a young star in formal semantics (my field); and then later he switched fields to morphology and rapidly became a recognized leader in that field as well.

Our faculty member Lisa Green (<http://people.umass.edu/lisag/>) got her M.A. in English with a specialization in Linguistics at the University of Kentucky in 1987 and with her strong recommendation from Professor Stump was admitted to our own Ph.D. program, where she excelled, receiving her Ph.D. from us in 1993 with a dissertation on some topics in the syntax of African American English. She taught at the University of Texas from 1995 to 2006, and then joined our faculty. She told me that she was delighted to discover how many linguistics courses there were inside the English department, and that she took a course from Professor Stump just about every semester. She is grateful that he offered her the possibility of a TAship teaching an introduction to linguistics using the excellent then-new textbook by Fromkin and Rodman; she reports that he was very helpful in advising her on how to teach. When she was finishing, it was Stump who recommended that she apply to UMass; Lisa says that he helped her with the application, and then made phone calls to people here at UMass to help the process along. Lisa has stayed in touch with Greg, and has given two or three talks at your university since she left -- one from Texas and one or two from here. Her impression is that you have a robust group of students. She sat in on some classes and found them really engaged.

Lisa also knows your faculty member Rusty Barrett; he was a graduate student when she was teaching at the University of Texas. She knows that he works very well with students and has a big impact on them. Lisa is director of our Center for the Study of African American Language, and she runs a summer program in linguistics and African American studies for students from all over the country. She recently had two very good students from the University of Kentucky in that program, and was impressed with what a strong background in linguistics they already had -- she finds this not to be true with the majority of the students in the program, but the Kentucky students were impressive. So from her experience, she told me she can certainly attest to the strength of linguistics at the University of Kentucky, and to the great progress they've made as they've expanded. All in all, Lisa told me, she is very excited that Kentucky may have a real Linguistics Department very soon; she is definitely in favor of the proposal.

I also spoke with Tracy Conner, a current Ph.D. student of ours who just very recently gave a talk at your university. She had exciting things to say about the strength of your faculty in the study of local dialects and the great potential she sees in that direction of work. If I may, I'll simply incorporate an email she sent to me:

They are a real melting pot of approaches, which allows for their students and the theoretical work they do to benefit from the good of multiple perspectives. I'm primarily speaking about syntax as they draw from both minimalism and LFG frameworks. They have just hired Kevin McGowen, who is starting a phonetics lab where eye-tracking technology will be available for the department. It seems like there is also a culture of collaboration. Also, as a body of individuals who are interested in investigating the structure of dialects of English and Creoles, they have a great resource in being so close to communities of speakers of Appalachian English. I even heard there is a community of African-American English speakers in Appalachia who are also Appalachian English speakers (UK has coined them Afrolachian speakers), a community whose language variety is ripe for study. I believe the UK linguists are in a great position to investigate these local varieties due to the diversity of skills in their faculty such as fieldworkers, sociolinguists, individuals with expertise in corpus building, and syntacticians and morphologists who would be instrumental in accounting for the variation and structural differences of these languages in contact. This theoretical work on social dialects is important to the field. Finally, because they have a large student base of Appalachian English speakers, there is an opportunity available to train up native speaker linguists, and also involve undergraduate dialect speakers in the important research that must be done.

[Tracy Conner, Ph.D. student, Linguistics, UMass Amherst]

Finally, I am sure that the change to department status will have benefits beyond your university, because anything that helps your linguistics faculty and students achieve their great potential better will help them better accomplish all the good things that linguistics can do for the wider academic and non-academic world, from helping to document and preserve endangered languages and dialects, to designing better human-machine interfaces, to finding ways to help aphasic patients recover their language function, to improving the teaching of languages in schools. In sum, I can unequivocally recommend that the change to a Department of Linguistics be approved. It will be a very good one!

Sincerely,



Barbara H. Partee
Distinguished Professor Emerita of Linguistics and Philosophy

Proposed Changes to sections of SR 5.2.4 to clarify the rules pertaining to excused and unexcused absences.

Background: (reference the first section of the Ombud's report to Senate Council, included below)

5.2.4.2 Excused Absences [US: 11/11/85; 2/9/87; 4/12/2004]

A student shall not be penalized for an excused absence. The following are defined as excused absences:

- A.** Significant illness of the student or serious illness of a member of the student's household (permanent or campus) or immediate family. The Instructor of Record shall have the right to request appropriate verification.
- B.** The death of a member of the student's household (permanent or campus) or immediate family. The Instructor of Record shall have the right to request appropriate verification. For the purpose of this rule, immediately family is defined as spouse or child or parent (guardian) or sibling (all of the previous include steps, halves and in-laws of the same relationship); and grandchild or grandparent
- C.** Trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events, including club sports registered with the university as well as varsity sports. When feasible, the student must notify the Instructor of Record **prior to** the occurrence of such absences, but in no case shall such notification occur more than one week after the absence. Instructors of Record may request formal notification from appropriate university personnel to document the student's participation in such trips.
- D.** Major Religious Holidays. Students are responsible for notifying the Instructor of Record **in writing** of anticipated absences due to their observance of such holidays. Faculty shall give students the opportunity to make up work (typically, exams or assignments) when students notify them that religious observances prevent the students from doing their work at its scheduled time. Faculty should indicate in their syllabus how much advance notice they require from a student requesting an accommodation. Faculty shall use their judgment as to whether the observance in question is important enough to warrant an accommodation, although the presumption should be in favor of a student's request. The Offices of Institutional Diversity, the Dean of Students, and the Ombud are available for consultation. [US: 2/14/11]
- E.** Any other circumstances which the Instructor of Record finds reasonable cause for absence. [US: 4/23/90]

Students missing any graded work due to an excused absence bear the responsibility of informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required), and of making up the missed work. The Instructor of Record shall give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred. [US: 11/10/85 and SREC: 11/20/87]

~~If attendance is required by the class policies elaborated in the syllabus or serves as a criterion for a grade in a course, and if a student has excused absences in excess of one fifth of the~~

~~class contact hours for that course, a student shall have the right to petition for a "W", and the Instructor of Record may require the student to petition for a "W" or take an "I" in the course. [US: 2/9/87; SREC: 11/20/87]~~

~~* If a student has an excused absence on a day when a quiz is given, the instructor may not deny permission for a makeup exam and simply calculate the student's grade on the basis of the remaining requirements. [SREC: 8/20/87]~~

~~The instructor shall provide the student with an opportunity to make up the graded work (e.g., quiz, exam, homework, etc.) and may not simply calculate the student's grade on the basis of the other course requirements, unless the student agrees in writing. [SREC: 8/20/87; US: 2/8/16]~~

~~If an attendance policy is not stated in the course syllabus and attendance is not a criterion for a grade in a course, then the Instructor of Record shall not take any account of a student's excused or unexcused absence from class when assigning a grade. [US: 2/8/16]~~

~~If the course syllabus defines either policies that require class attendance or a grading standard that determines a student's grade based in part on class attendance, the following rules apply:~~

- ~~1. Excused Absences: If a student has excused absences in excess of one-fifth of the class contact hours for that course (participation activities for an online courses, as defined in 5.2.4.1 A), the student shall have the right to receive a "W", or the Instructor of Record may award an "I" for the course if the student declines to receive a "W" [US: 2/9/87; SREC: 11/20/87; US: 2/8/16].~~
- ~~2. Unexcused Absences: The Instructor of Record shall define any course policy relating to unexcused absences in the course syllabus. If a policy is not stated in the course syllabus or the policy does not allow for a penalty to the student, the Instructor of Record shall not penalize the student for any unexcused absences. [US: 2/8/16]~~

With respect to nonattendance for reason of an employment-related schedule conflict, the student who is a UK employee has exactly the same standing as a student who is working for some other employer. [SREC: 9/17/2012]

MEMORANDUM

To: Andrew Hippisley, Chair of the University Senate Council

From: Michael P. Healy, Academic Ombud

Date: August 21, 2015

Re: Academic Issues for University Senate Consideration

Senate Rule 6.2.1.7 requires that the Academic Ombud present an annual report of activities to the University Senate. That report will be provided soon to the University Senate, the Provost and the Student Government Association as required by the rule. Senate Rule 6.2.1.7 also provides that the Academic Ombud may report to the Senate Council on matters that affect student academic affairs. I am providing this report based on my experiences as Academic Ombud over the past year. I wish to raise two academic issues that the Senate Council may wish to consider during the next academic year: the effect of the total number of student absences from a course and the standard of proof for student academic offenses.

1. The Effect of the Total Number of Student Absences from a Course: Senate Rules include only one rule that addresses the issue of excessive absences. Senate Rule 5.2.4.2 provides, in relevant part, that “[i]f attendance is required by the class policies elaborated in the syllabus or serves as a criterion for a grade in a course, and if a student has excused absences in excess of one-fifth of the class contact hours for that course, a student shall have the right to petition for a ‘W,’ and the Instructor of Record may require the student to petition for a ‘W’ or take an ‘I’ in the course.”

Four aspects of this rule are clear and notable. The rule applies only to the number of excused absences. The rule does not provide for the aggregation of excused and unexcused absences. The rule provides that a student may be required to withdraw or receive a grade of I, in the event of excessive excused absences. The rule does not provide that a student will receive a failing grade in the event of excessive absences.

Notwithstanding the clear terms of this rule, faculty appear uncertain about its content and often define in their course syllabi policies that conflict with it. For example, the guidance on the content of the syllabus provided until recently by the University Senate stated that “[s]tudents are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.” Even greater conflict with the Senate Rule is apparent in the policy defined in some course syllabi, which provide that, if a student is absent for any reason from more than one-fifth (or 20%) of class meetings, the student will receive a failing grade for the course.

The question of whether or how absences may be aggregated by an instructor when evaluating a student’s performance in a course is difficult. The Senate Rules require that faculty distinguish between excused and unexcused absences when absences affect a student's grade. Most importantly, Senate Rule 5.2.4.2 provides unconditionally that “[a] student shall not be penalized for an excused absence.” In sharp contrast to this rule, faculty may reduce a student's

grade for one or more unexcused absences, provided that the instructor describes any such rule of class attendance in the syllabus and applies that rule to all students in the class.

Consider first the question whether the Senate Rules permit the aggregation of excused and unexcused absences to trigger a student's withdrawal from the course when the student is absent a total of more than 20% of classes. As I read the Senate Rules, they locate a right to withdraw from courses in the student and then limit or condition that right in various ways.¹ See Senate Rules 5.1.8.2, 5.1.8.3, and 5.2.4.2. The only relevant condition on each student's withdrawal rights, defined in Rules 5.1.8.3 and 5.2.4.2, relates to the total number of excused absences. The intent of the rule seems to be that, if attendance in a course is required, a student should not receive credit for the course when the student has had to be absent from the course for too many classes for reasons that the rule recognizes as legitimate. The negative inference of these express rules defining a student's ability to withdraw from a course is that a faculty member cannot force a student to withdraw based on the combined total of excused and unexcused absences.

The conflict is much clearer between the Senate Rules and the award of a failing grade to a student when the total number of excused and unexcused absences exceeds 20%. Consider the hypothetical of a class that meets 45 times. A student who was absent from ten classes would exceed the 20% limit. Assume that the student has seven excused absences and three unexcused absences. Regarding the excused absences, the number would not trigger the instructor's discretion to have the student withdraw from the course under Rule 5.2.4.2. Regarding the unexcused absences, the student could properly claim that there should be no penalty depending on the terms of the syllabus. Forced withdrawal from the course would likely be viewed as a penalty for the excused absences.

My reading of the current Senate Rules is that they make an intentional distinction between the treatment of excused and unexcused absences. The rules are quite careful about constraining faculty authority regarding excused absences, but grant faculty great discretion regarding the treatment of unexcused absences. Although the rules are silent about the aggregation of absences, their spirit in my view is to protect students from being penalized for excused absences. Given this purpose of the current rules, I would have serious doubts about a faculty member's authority to force a withdrawal when a student has excused absences for up to 20% of class meetings. A fortiori, a student could not be given a failing grade in such a case (unless the failing grade resulted from the application of the rules for only unexcused absences defined by the syllabus).

At the College of Law, where I teach, we are subject to accreditation by the American Bar Association. One of the accreditation standards is that students attend classes and that law schools enforce class attendance. We accordingly have a rule which provides that a student must be withdrawn from a class when the student has missed more than 25% of classes, regardless of whether the absence is excused or unexcused. The University might want to adopt such a rule

¹ An exception to the student's right to withdraw is defined by Senate Rule 5.1.8.1. That rule allows the Department and Dean to withdraw a student from a class when a student "miss[es] the first two class periods of a course without notifying the department of the[] intention to attend." Id.

when a course makes class attendance mandatory. One possible objection to such a rule is that it may undercut an instructor's rule that penalizes a student's grade based on unexcused absences. If an amended rule regarding withdrawal from a course were to aggregate absences and did not distinguish between excused and unexcused absences, a student could potentially avoid the grade penalty for unexcused absences by simply not attending classes and then by exercising a right to withdraw from the course once total absences exceeded the 20% rule.

The Ombud's Office thought that the absence policies adopted by other Universities might provide useful context for considering our own rules in this area. Our brief inquiry indicated that the University of Kentucky has defined institutional rules that are more protective of student rights than other Universities, which often delegate policy on this issue to units within the University or to course instructors. For example, Ohio State University's Rule 3335-9-21, titled "Absences," provides that "[e]ach department or school may make its own rules relative to occasional absences by students from scheduled activities. If, however, a student is absent from a course to such an extent as to imperil his or her credit, or is notably irregular in attendance, it shall be the duty of the instructor concerned to report the facts promptly to the dean of the college in which the student is enrolled. The dean may take such action as deemed appropriate." Group absences "to participate in a university sanctioned event" appear to be the only University-recognized excused absences, although the effect of that recognition is not clear. See Rule 3335-9-22. These rules may be found at <http://trustees.osu.edu/rules/university-rules/chapter-3335-9-attendance-and-graduation.html>. The University of Louisville's policy is similar to Ohio State's policy. Colleges may define their own policies, but there is specific protection for "a student's participation in a university-sanctioned event or activity." See <http://louisville.edu/provost/policies/classroom>. The policy of the University of Tennessee delegates to individual colleges the absence rules. See https://academic.uthsc.edu/policy_docs/attendance.php ("each college develops its own methods for tracking class attendance and for defining conditions for excused absences").

Indiana University's College of Arts & Sciences has posted its policy about absences and can be found at <http://college.indiana.edu/ado/policies.shtml>. That policy states that, "[w]ith the exception of days covered by the Religious Observances Policy and Procedures of Indiana University, illness or military orders are usually the only acceptable excuses for absence from class. Absences must be explained to the satisfaction of the instructor who will decide whether omitted work may be made up. In all cases of absences other than those following the Religious Observance Policy and Procedures, however, it is the individual instructor who decides whether or not to excuse an absence and/or to allow missed work to be submitted."

2. The Standard of Proof for Student Academic Offenses. During the Spring 2015 semester, the University Senate considered and adopted a Draft Governing Regulation on faculty discipline. The terms of the Draft Regulation and the Senate's discussion indicated support for the application of the "clear and convincing" standard of proof for the adjudication of disciplinary charges against faculty. As adopted, the Draft Regulation requires that clear and convincing proof of a violation be presented before a faculty member may be found liable for a violation and be subject to sanctions. If the University Senate believes that this standard ought to

be applied to determine faculty liability for violations of University standards, the University Senate should consider adopting the same standard for use in student academic offense cases. Such cases may have significant and properly adverse effects on students who are determined to have committed academic offenses. If the Senate believes a heightened standard of proof should apply to faculty discipline, it should consider applying the same standard to student academic offenses.

The current University Senate rules are unclear on their face about the applicable standard of proof in academic offense cases. The rules applicable to the determination and appeal of academic offenses do not expressly define the burden of proof to be applied by the instructor and department chair in the initial decision about whether an offense was committed or by the University Appeals Board when a student appeals the decision that the student committed an academic offense.

The practice of the Appeals Board is that the preponderance of the evidence standard is applied when a student appeals the decision that the student committed an academic offense. This practice is long standing and is consistent with the only Senate Rule that calls for the application of the preponderance of evidence standard. That rule, Senate Rule 6.6.0, applies when the Appeals Board considers the appeal of a student's violation of an Honor Code adopted by a College. Senate Rule 6.6.0 assumes that the College's Honor Council applied the preponderance of evidence standard in making the liability determination. The rule provides that the Appeals Board's review of the determination must ensure that there was sufficient evidence to support the Honor Council's decision that there was a violation.

The Constitution's due process clause permits the use of either standard when a government agency adjudicates the liability of a person who may be subject to serious sanctions when found to have violated applicable standards. See *Steadman v. Securities and Exchange Comm'n*, 450 U.S. 91 (1981). The choice between the two burdens of proof is, in the context of academic offenses, one of policy and not law. If the Faculty Senate believes that a standard that provides greater protection to the person accused of a violation is the proper policy when the accused person is a faculty member, the Faculty Senate may wish to consider if the more protective standard should also apply to a student accused of an academic offense.

In sum, the Senate Council may wish to consider amendments to the Senate Rules relating to the effect of total absences from a course and to the standard of proof in academic offense cases.

6.3.1 Plagiarism

All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to, a published article, book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be, except under specific circumstances (e.g. Writing Center review, peer review) allowed by the instructor of record or that person's designee. ~~Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.~~ Plagiarism may also include double submission, self-plagiarism, or unauthorized resubmission of one's own work, as defined by the instructor.

Students may discuss assignments among themselves or with an instructor or tutor, except where prohibited by the instructor of record (e.g. individual take-home exams). However, but when the actual work is done, it must be done by the student, and the student alone, unless collaboration is allowed by the instructor of record (e.g. group projects).

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these *Rules* shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

6.4.0

A. "Notice" shall be sent to a student in writing by both regular mail and email to the student's addresses as they appear in the Registrar's records. The University is not responsible for a student's failure to maintain current addresses in the Registrar's records. Instructors also are encouraged to give notice to the student in person when feasible.

Any notice of a finding or penalty shall include the name and ID number of the student, the college in which the student is enrolled, the course and section in which the offense occurred, the date and nature of the offense, the penalty that is being imposed or recommended, and any right that the student may have to appeal the finding or penalty.

6.4.1 Jurisdiction

A. If an instructor is not a faculty employee (for example, the instructor is a teaching assistant), then the Instructor of Record who is ultimately responsible for signing the grade reports for the course shall normally assume the role of the instructor. However, with the agreement of the responsible Instructor of Record, the chair may decide either to allow the actual instructor to retain this role or to ask another employee who is directly involved with the course (for example, a course coordinator) to assume this role. In any case, the actual instructor should retain an important consultative role and shall participate in all UAB meetings as far as possible.

6.4.3 Initial Determination

A. By the Instructor and Chair

1. Allegation; Opportunity of Student to Respond. The instructor and chair shall review the evidence of an academic offense, and the instructor shall decide whether the evidence warrants an allegation of an academic offense. If so, the student shall be notified of the allegation and invited to meet with the instructor and chair to discuss the allegation and to state his or her case. Within 10 days after the evidence is received, the instructor and chair must make a reasonable effort to schedule the meeting. The instructor and chair shall set a deadline for the student to respond to the invitation to the meeting, but the deadline shall be no fewer than 7 days after the invitation is issued. The instructor and chair must make a reasonable effort to schedule a meeting with the student as soon as possible after the evidence is received.

Background: The College of Dentistry Faculty have adopted a number of revisions to the DMD program over the years, some being 'Academic Discipline Policies' (nine new ADPs) and some being 'Misc. Academic Policies (ten new MAPs). Some of these program changes constitute (1) necessary revision to the University Senate Rules, while other program changes (2) require Senate apparatus approval but not codification into the Senate Rules, and while still other program changes are (3) local college policy not needing higher (Senate apparatus) approval. After obtaining approval of all of these academic policies by the Senate Health Care Colleges Council, the Chair of the College of Dentistry Faculty Council, Richard Mitchell, has forwarded a draft of the program policies to the Senate Council and Senate Rules and Elections Committee. Dr. Mitchell requests assistance in ascertaining which program changes are in which of the above three categories, and assistance with how to codify into the Senate Rules those in category (1). Then-SREC Chair Davy Jones corresponded with Dr. Mitchell and Sheila Brothers as they further sought the assistance of the SREC in ascertaining which policies need to be codified in the Senate Rules and how that codification might look. A draft of what these codifications to the Senate Rules could look like is here being sent to the SREC.

(Draft) Recommendation to the Senate Council: That the Senate Council utilize the draft offered by the SREC of codification into the Senate Rules of the revised professional Dentistry program policies. A summary of how the nine new Academic Discipline Policies (ADPs) and ten new Misc. Academic Policies (MAPs) have been handled in this codification is summarized below.

ADP1	Not Needed in SRs	(generalized statement of decision-making philosophy)
ADP2	Replaces Previous SR 5.3.3.4.A	(HCCC approval was obtained)
ADP3	Codified in SR as x-ref to college program policies	(HCCC approval was obtained)
ADP4	Codified in SR as x-ref to college program policies	(HCCC approval was obtained)
ADP5	Replaces Previous SR 5.3.3.4.B	(HCCC approval was obtained)
ADP6	Replaces Previous SR 5.3.3.4.C	(HCCC approval was obtained)
ADP7	Codified in SR as x-ref to college program policies	(HCCC approval was obtained)
ADP8	Codified in SR as x-ref to college program policies	(HCCC approval was obtained)
ADP9	Codified in SR as x-ref to college program policies	(HCCC approval was obtained)
MAP1	Not Needed in SRs (is local College academic policy)	
MAP2	Not Needed in SRs (is local College academic policy)	
MAP3	Not Needed in SRs (is local College academic policy)	
MAP4	Not Needed in SRs (is local College academic policy)	
MAP5	Is Currently Codified as SR 5.1.2.2 (Dentistry grading system, no changes made)	
MAP6	Not Needed in SRs (changing course grading letter grade to P/F)	(HCCC approval was obtained)
MAP7	Not Needed in SRs (remove required mock board exam)	(HCCC approval was obtained)
MAP8	Not Needed in SRs (is local College academic policy)	
Old MAP9	Delete SR 5.3.4.1.A (removing promotion policy)	(HCCC approval was obtained)
New MAP9	Change to SR 5.3.4.1.B (change graduation requirements)	(HCCC approval was obtained)

Note: DJ recommends delete SR 5.3.4.1.B, above; Senate Rules don't codify specific listing of graduation requirements of health professional programs; is newly codified here in general terms at SR 5.4.3)

MAP 10 Not needed in SRs (is local College academic policy)

Note: The blue font below is the Dentistry requested change to SR 5.3.3.4; the green font is DJ change to the requested Dentistry change.

5.3.3.4 College of Dentistry [US: 11/8/99]

The following academic disciplinary policies for students in the professional dental educational program are initiated upon unsatisfactory academic performance.

A. Academic Probation

~~1. — **Placement on Probation.** A student will be placed on probation if he or she has:~~

~~(a) — a grade point average (G.P.A.) for the academic year less than 2.75;~~

~~(b) — received a failing grade (E or F); or,~~

~~(c) — failed any section of either Part 1 or Part 2 of the National Dental Board Examination.~~

~~2. — **Terms of Probation.** The terms of probation will be established by the Academic Performance Committee (APC). The duration of probation will be at least one semester. Passing a course that has been failed is a condition of all probations. Additional terms of probation may be established by the APC. Students on probation may be ineligible for certain curricular or extracurricular college activities.~~

~~If a student has failed the National Dental Board Examination, taking the examination the next time it is offered and passing it shall be among the terms of probation. The terms shall also require certain activities to help the student prepare to pass the examination.~~

~~3. — **Removal from Probation.** A student will be removed from probation by the Academic Performance Committee when he or she has at least a cumulative 2.75 G.P.A., has at least a 2.75 G.P.A. in the current academic year, has passed any failed course, and has satisfied the terms of probation in the judgment of the Academic Performance Committee.~~

~~4. — **Responsible Agent:** The Academic Performance Committee. [US: 11/8/99]~~

Placement on Probation. A student will be placed on probation immediately after any of the following has occurred:

1. The student has completed any academic year with a grade point average (G.P.A.) for the academic year less than 2.75 or

2. The student has received a failing (E or F) final course grade; or

3. The student has failed Part 1 of the National Dental Board Examination. or

(NDBE)

4. The student has been placed in a modified curriculum, or
5. The student has been reinstated after suspension.

Methods and Procedures:

Limitation[RJM1] on the Use of Probation. The Academic Performance Committee (APC) shall place a student on probation only if, based on the student's performance in the College of Dentistry's course work (including but not limited to grades, attendance, motivation, work ethic, and professionalism), it has determined that the student has the potential of meeting graduation requirements after addressing academic shortcomings and receiving counseling to address issues that may be contributing to the academic problems.

Duration[RJM2] of Probation. The duration of probation shall be established by the APC. The following rules for establishing the minimum duration of probation shall apply:

1. In the case of probation for a low GPA, the minimum duration of probation shall be one academic term following the academic year in which the low GPA occurred.
2. In the case of a failing grade, the minimum duration of probation shall begin the day a failing grade is reported to the registrar and continue at least one academic term[RJM3] after the term in which a passing grade in the course has been achieved.
3. In the case of a failed Part 1 NBDE, probation shall begin the day the failure is reported to the Office of Academic Affairs. Retaking and passing the failed NBDE before a deadline to be set by the APC[RJM4] shall be among the terms of probation. The minimum duration of probation shall be at least until the end of the term in which the retake of the NBDE is passed.
4. In the case of a student who has been placed in a modified curriculum, the minimum duration of probation shall be the entire period in which a student is enrolled in a modified curriculum and at least one academic year after the student has been allowed to resume in the College's regular curriculum.
5. In the case of a student who has been suspended, the minimum duration of probation shall be at least one academic year after the student has been re-admitted after suspension.

Terms of probation. The terms of probation will be established by the APC.

The terms of probation may also include required activities to help the student prepare to pass Part 1 of the NBDE. The APC may decide to include in the terms that during [RJM5] probation the student is ineligible for certain curricular or extracurricular College activities, (see Curriculum Policy Number eight[RJM6]), within parameters established by higher University rules and regulations. Policies for the terms of probation, including those for a modified curriculum arising from academic suspension of clinical privileges, shall be as elaborated in the College Academic Policies.

Notification of Probation. [RJM7] Probation is triggered automatically by the situations listed in the Policy Statement, not by decision of the APC. The student shall be notified by letter of the date when the probation began. This letter shall explain the student's status and inform him or her that the terms of probation and minimum duration of probation will be established by the APC the next time it meets.

When an APC places a student on probation or affirms an automatic probation, its Chair shall notify the student by a letter with verified receipt of the terms of probation, including the minimum [RJM8] conditions that must normally be fulfilled before the APC will consider removal from probation.

B. Academic Suspension

~~1. — **Placement on Academic Suspension.** The Academic Performance Committee (APC) shall recommend to the Dean that a student be suspended if two conditions exist. The first condition is that the student has:~~

- ~~(a) — received two or more failing (E or F) grades;~~
- ~~(b) — received a failing grade (E or F) while on probation;~~
- ~~(c) — failed to meet the terms of probation; or,~~
- ~~(d) — after the second year of the curriculum, achieved a cumulative GPA or less than 2.75~~

~~The second condition is that, based on the available evidence, the APC has determined that the student is capable of completing the curriculum after receiving counseling and/or completing work outside the College. The committee's recommendation shall include a description of any circumstances the Dean should consider in reaching a decision. It shall also include suggestions on what the student needs to accomplish to be considered for reinstatement.~~

~~2. — **Second failure of any section of Part 1 of the National Dental Board Examination.** If a student fails the National Dental Board Examination a second time, the APC shall recommend to the Dean that the student be suspended. The APC recommendation will include a description of any circumstances the Dean should consider in reaching a decision. It shall also include suggestions on what the student needs to accomplish to be considered for reinstatement. [US: 11/8/99]~~

~~3. — **Review.** A student subject to suspension may ask the Dean for a review. Review procedures shall be determined by the Dean. [US: 11/8/99]~~

~~4. — **Reinstatement following suspension.** A suspended student may not be reinstated before one semester has passed from the date of suspension. When the student demonstrates that he or she can perform at the level required to graduate from the College, the Dean may reinstate him or her. A reinstated~~

~~student will be placed on probation, subject to terms recommended by the APC and approved by the Dean. [US: 11/8/99]~~

~~A student who has been suspended because of a second failure of any section of Part 1 of the National Dental Board Examination shall not be readmitted unless she or he takes and passes the examination. [US 11/8/99]~~

~~5. ——— **Responsible agent:** The Dean. [US: 11/8/99]~~

Placement on Academic Suspension. The Academic Performance Committee (APC) shall in the absence of extraordinary circumstances suspend a student if any of the following is true AND, in judgment of the APC, she or he is likely to be helped by experiences exclusively outside of the College. The student has:

1. Received, within the last four academic terms (or, for first-year students, within two academic term) two or more failing (E or F) final course grades or
2. Received a failing (E or F) final course grade and an annual grade point average for all other courses of less than 2.75 or
3. Received a failing (E or F) final course grade while on probation or
4. Failed to meet the terms of probation or
5. While on probation after the first year of the curriculum, achieved a cumulative GPA of less than 2.75 at the end of any term or
6. Failed Part 1 of the National Dental Board Examination (~~NBDE~~) a third time.

Methods and Procedures:

Limitation on the Use of Suspension. The Academic Performance Committee shall suspend a student only if, based on the student's performance in the College of Dentistry's course work (including, but not limited to grades, attendance, motivation, work ethic, and professionalism), it has determined the student has the potential of meeting graduation requirements after addressing academic shortcomings and receiving counseling to address issues that may be contributing to the academic problems.

Deadline to Notify Student of Suspension. Except under extraordinary circumstances, the APC shall notify the student that he or she is being suspended within 15 working days of the date when a triggering condition occurs (a failing grade is turned into the registrar, the Office of Academic Affairs is notified of a failed NBDE, etc.).

Terms of Suspension. The APC shall recommend to the Dean the terms for consideration of reinstatement following suspension. If the APC determines the student might benefit from additional course work or other remediation experiences available outside the College, it shall specify the particular course work and/or the particular customized experiences the student must complete prior to consideration of

reinstatement. Terms for reinstatement shall include grades of B or better in courses and evidence of completion of any specially designed curriculum offered outside the College. A student who has been suspended because of a third failure of Part 1 of the NBDE must pass this exam to be eligible for reinstatement. The terms of suspension must include the maximum time within which the student must gain readmission.

Notification of Suspension. The student shall be notified by a letter with verified receipt from the Chair of the APC of the terms of suspension, including the minimum conditions that must normally be fulfilled before the Dean will consider reinstatement of the student in the regular College curriculum. The letter must include notification of the student's right to appeal and a summary of the procedures for appealing the decision.

Appeal. A suspended student may appeal this decision. The appeal request must be made in writing to the Dean within five working days of receipt of notification of suspension, (see Academic Disciplinary Policy Seven, "Appeal Procedures"), as elaborated by the College Academic Policies for the program.

Reinstatement following suspension. When the student has demonstrated he or she can perform at the level required to graduate from the College, and has met the terms of readmission recommended by the APC, the Dean may readmit him or her. However, granting a request for reinstatement is not automatic. Procedures for considering and granting reinstatement can be found in Policy No. Nine shall be elaborated by the College Academic Policies for the program. ~~Notwithstanding anything in the preceding, the Dean may at any time elect to readmit a suspended student into the regular curriculum.~~ SAASC edit after consultation with Richard Mitchell

Consequences of Failure to Gain Reinstatement. If a student who has been suspended for a third failure of Part 1 of the NBDE does not pass the Boards within two months of the date when he or she is first eligible to retake the exam after the third failure, that student shall be dismissed. A student who has not been reinstated within the maximum time allowed by the APC shall be dismissed and will no longer be eligible for reinstatement.

Responsible Agent: The Academic Performance Committee.

C. Dismissal [US: 11/8/99]

~~1. — Placement in Dismissal Status. The APC shall recommend to the Dean that a student be dismissed if two conditions exist. The first condition is that the student:~~

~~(a) — received two or more failing (E or F) grades;~~

~~(b) — received a failing grade (E or F) while on probation;~~

~~(c) — failed to meet the terms of probation; or,~~

~~(d) — after the second year of the curriculum, achieved a cumulative GPA of less than 2.75.~~

~~The second condition is that, based on the available evidence, the APC has determined that the student is not academically capable of completing the curriculum or is otherwise unsuitable for dentistry for reasons that include, but are not limited to: unacceptable personal hygiene; the inability to establish rapport with patients; the inability to work effectively with other health care team members; undependability; or lack of integrity, initiative or interest. The APC recommendation shall include a description of any circumstances the Dean should consider in reaching a decision.~~

~~2. — **Previously suspended students.** If a student is subject to suspension and has been previously suspended, the APC shall recommend that she or he be dismissed~~

~~3. — **Review.** A student subject to dismissal may ask the Dean for a review. Review procedures shall be determined by the Dean.~~

~~4. — **Reinstatement following dismissal.** The dismissed student shall not be reinstated.~~

~~5. — **Responsible Agent:** The Dean~~

Placement in Dismissal Status: The Academic Performance Committee (APC) shall in the absence of extraordinary circumstances dismiss a student if the student has:

1. Failed to Part 1 of the National Board Dental Examination a fourth time or
2. Failed to meet the terms of a modified curriculum or suspension or
3. Become eligible for either a modified curriculum or suspension and has been previously placed in a modified curriculum or suspended or
4. Failed to be reinstated in the regular College curriculum after being placed on a modified curriculum within the maximum time allowed by the APC or
5. Failed to be reinstated to the College after being suspended within the maximum time allowed by the APC or
6. Failed to retake Part 1 the NBDE within two months of being eligible to retake it when on a modified curriculum or when under suspension for a third failure of the exam or

- 7. Failed to convince the APC, based on the student’s performance in the College of Dentistry’s course work (including, but not limited to grades, attendance, motivation, work ethic, and professionalism), that she or he has the potential of meeting graduation requirements.

Reinstatement following dismissal. The dismissed student shall not be reinstated.

Methods and Procedures[RJM9]:

[RJM10]Deadline to Notify Student of Dismissal. Except under extraordinary circumstances, the APC shall notify the student that he or she is being dismissed within 15 working days of the date when a triggering condition occurs (e.g., a failing grade is turned into the registrar, the Office of Academic Affairs is notified of a failure of Part 1 of the NBDE, etc.).

Notification. The student shall be notified of the decision to dismiss by a letter with verified receipt from the Dean. The letter must include notification of the student’s right to appeal and a summary of the procedures for appealing the decision.

Appeal. A dismissed student may appeal this decision. The appeal request must be made in writing to the Dean within 5 working days of receipt of notification of dismissal (see Academic Disciplinary Policy ~~Seven~~, “Appeal Procedures”).

"for the program" (replacement by SAASC with consultation by Richard Mitchell)

Responsible Agent: The Academic Performance Committee.

~~5.3.4 PROMOTION AND GRADUATION IN THE PROFESSIONAL COLLEGES~~

~~5.3.4.1 Dentistry~~

~~A. Promotion [US: 5/10/2004]~~

~~Policy Statement:~~ Students will be promoted when they have successfully completed all courses in an academic year.

~~1. Methods and Procedures.~~ Promotion of first, second or third year students:

~~(a) All courses in an academic year must be completed with a grade of C or higher (or P, in the case of pass/fail courses) before promotion.~~

~~(b) Promotion shall usually occur no later than 15 working days after the last day of scheduled classes in each academic year.~~

~~(c) If a lack of resources or facilities at the University prevents a student from being able to complete a basic science course requirement prior to the beginning of the next academic year, permission may be~~

~~granted by the APC, in consultation with the Instructor of Record, to complete an equivalent course either at the University or another accredited institution at a prescribed level of performance.~~

~~2. **Responsible Agent:** The Dean.~~

~~**B. Graduation** [US: 11/8/99; US: 5/10/2004]~~

~~1. A student shall be eligible for graduation when passing all courses and meeting all of these applicable requirements:~~

~~(a) student has at least a 2.75 cumulative GPA;~~

~~(b) a student has passed Parts 1 and 2 of the National Dental Board Examination;~~

~~(c) a student has taken and passed a clinical mock board examination;~~

~~(d) advanced standing students must complete the curriculum within one year following the time period agreed to at admission;~~

~~(e) all terms of probation have been satisfied; and~~

~~(f) all patient responsibilities and other obligations to the College of Dentistry or the University have been satisfied.~~

~~2. **Responsible Agent:** The Dean.~~

Main document changes and comments

Page 1: Formatted John Smith 4/18/2015 8:06:00 PM

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Page 1: Formatted John Smith 4/18/2015 8:06:00 PM

Font color: Red, Strikethrough

Page 2: Comment [RJM1] Richard 3/25/2014 3:28:00 PM

The policies on **probation**, **modified curricula**, and **suspension** each include a “limitation statement” to the effect that the APC must feel that the student has a reasonable chance of graduating, otherwise we should not keep the student in the College. That is, we view the ADPs as corrective and not to be used when there is little hope.

Page 2: Comment [RJM2] Richard 3/25/2014 6:16:00 PM

Thus is new. Minimum durations of probation are now defined for five circumstances. Duration of probation depends on the circumstance that caused the probation. . Previously ('99), the only reference to duration was the vague statement: “The duration of probation will be at least one semester.”

Page 2: Comment [RJM3] Richard 3/25/2014 6:17:00 PM

Earlier the duration of Probation here was “at least one semester.”

Page 2: Comment [RJM4] Richard 3/25/2014 6:18:00 PM

Earlier language specified that Part 1 was to be taken the next time it is offered. The previous wording was: “If a student has failed a National Dental Board Examination, taking the examination the next time it is offered and passing it shall be among the terms of probation.”

Page 2: Comment [RJM5] Richard 3/25/2014 11:11:00 AM

The '99' wording was: “Students on probation may be ineligible for certain curricular or extracurricular College activities.”

Page 2: Comment [RJM6] Richard 3/25/2014 6:48:00 PM

The deleted material immediately below has been replaced by the material under Duration of Probation and Terms of Probation in the preceding.

Page 3: Comment [RJM7] Richard 3/12/2014 10:33:00 AM

New Section

Page 3: Comment [RJM8] Richard 3/25/2014 11:18:00 AM

The deleted material immediately below has been replaced by the material under Duration of Probation and Terms of Probation in the preceding.

Page 7: Comment [RJM9] Richard 3/25/2014 10:02:00 PM

Note that the deleted paragraph below that begins “The second condition” is incorporated in no. 7 above.

Page 7: Comment [RJM10] Richard 3/25/2014 10:11:00 PM

The deleted paragraph below is the same as no. 3 above

SIGNATURE ROUTING LOG

General Information:

Proposal Type: Course Program Other

Proposal Name¹ (course prefix & number, pgm major & degree, etc.): College of Dentistry Academic Policies

Proposal Contact Person Name: Richard Mitchell Phone: 3-5495 Email: rjm1@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Faculty Council College of Dentistry	6/9/09	Dr. Robert Frazer / 3-5996 / rfrazier@uky.edu	
Faculty College of Dentistry	10/19/09	Dean Sharon Turner / 3/5786 / turnersp@uky.edu	
		/ /	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ²
Undergraduate Council	N.A.		
Graduate Council	N.A.		
Health Care Colleges Council	10/20/10		
Senate Council Approval		University Senate Approval	

Comments:

After the HCCC approved these changes, the Senate Council requested that we add a "track changes" version of each of the revised policies. It has taken the Secretary of the Dental Faculty (Richard Mitchell) three and a half years to create satisfactory "track changes" versions.

¹ Proposal name used here must match name entered on corresponding course or program form.

² Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

Dental Academic Policies
Summary of Changes

Current number	Previous Numbers	Title	Last Date Senate Approved	Extent of Revision	Desired Sen Action	Summary of Revisions and/or New Policy
ADP #1	ADP #1	Basis for Academic Discipline	No record. My guess is that it has not been reviewed since 1978.	Major	Request for approval of revisions	Previously the Dean was the sole responsible agent. Now the Dean shares responsibility with the Academic Performance Committees.
ADP #2	ADP #2	Probation	11/8/1999; '05 changes were not forwarded to the SC for review	Major	Request for approval of revisions	Failure of Part 2 on the National Dental Board Examination is no longer an academic offence. The APC now sets the length of time within which the student must retake a failed Part 1 National Dental Board Examination. Students are placed on probation when placed in a modified curriculum and after reinstatement following suspension.
ADP #3	New	Clinical Sanctions Including Suspension of Clinical Privileges	New, not previously considered by the Senate Council.	New policy	Request for approval of new policy	We spell out all situations, academic and non-academic, that could result in a student being removed from clinic. We include non-academic procedures here so that students and faculty members can see how they relate to the academic policies. A students whose clinical privileges are suspended because of academic weakness will be channeled into the process defined by Policy Four: Modified Curricula.
ADP #4	New in 09	Modified Curricula	New, not previously considered by the Senate Council.	New policy	Request for approval of revisions	A modified curriculum is appropriate when at least one of seven triggering conditions has occurred AND the APC determines that the student can best be helped by experiences within the College. In cases where the student can best be helped by experiences outside the College, the Policy Four directs the APC to suspend the student. A student who fails to complete the modified curriculum within the maximum time specified by the APC shall be dismissed.

Dental Academic Policies

Summary of Changes

Current number	Previous Numbers	Title	Last Date Senate Approved	Extent of Revision	Desired Sen Action	Summary of Revisions and/or New Policy
ADP #5	ADP #3 until '09	Suspension	11/8/1999; changes made in '03 & '05. These changes were not forwarded to the Senate Council for review	Major	Request for approval of revisions	The APC, not the Dean, suspends the student. The APC recommends to the Dean the terms of suspension. The revised policy looks back four (4) semesters for previous E or F grades. Previously, the policy looked back to the beginning of the students enrollment in the pre dental program for failures. The revised policy suspends the student after the third failure of Part 1 of the NBDE. The previous policy suspended the student after the second failure of Part 1.
ADP #6	ADP #4 ADP #5	Dismissal	11/8/1999; changes made in '03 & '05 were not forwarded to the Senate Council for review	Major	Request for approval of revisions	The APC, not the Dean, dismisses the student. We have replaced the grade and GPA criteria with condition no. 3, becoming eligible for suspension or a modified curriculum a second time. There was no appeals procedure in the 99 Policy that was reviewed by the Senate Council.. A version of the DISMISSAL POLICY approved by the Faculty in 2003 contained an appeal procedure that was referred to in that policy. This latest version of the DISMISSAL POLICY refers to a revised version of the 2003 appeals procedure (ADP 7).

Dental Academic Policies

Summary of Changes

Current number	Previous Numbers	Title	Last Date Senate Approved	Extent of Revision	Desired Sen Action	Summary of Revisions and/or New Policy
ADP #7	ADP #4 ADP #5	Appeal Procedures (new name 06)	No record. My guess is that it has not been reviewed since 1978.	Major	Request for approval of revisions	This Appeals Policy is mostly a New policy that were not in existence when dentistry's policies were last reviewed by the Senate Council in 1999. A policy that applied only to Suspensions was part of the 1978 policies. Elements of the '78 policy can be found in the policy that we developed in stages in between 2006 and 2009. A version was approved by the dental faculty in 2006, but it was never forwarded to the HCCC or Senate for approval. HIGHLIGHTS. Some members of the faculty are ineligible to serve on a appeals committee due to possible conflicts of interest. The student is allowed to select a student 'or' faculty member to make statements on his or her behalf. The Appeals Committee is now allowed to request the presence of persons who are not faculty members to clarify issues related to the appeal. The policy now allows the Committee to question all persons who appear before it.
ADP #8	ADP #5 & ADP #6	Participation in Curricular Privileges or Extracurricular Activities while on Academic Probation	No record. My guess is that there has been no review since 1978.	Minor. Methods are given in more detail.	Request for approval of revisions	This is an old ADP (initially approved in 1978 as ADP #5) for which we are proposing renumbering and minor revisions. Up to now, it has NOT been included in the Senate Rules. The in-College revisions of 2005 and 2006, replaced the Dean with the APC and the Deans were for Academic and Student Affairs as the loci of responsibility for these policies. ADP #8 now directs the APC, instead of the Dean, to include the listed limitations in the terms of all probations.

Dental Academic Policies
Summary of Changes

Current number	Previous Numbers	Title	Last Date Senate Approved	Extent of Revision	Desired Sen Action	Summary of Revisions and/or New Policy
ADP #9	ADP #7	Reinstatement Following Academic Suspension	No record. My guess is that it has not been reviewed since 1978.	Minor. Methods are given in more detail.	Request for approval of revisions	THE 1978 Policy was revised at the College-level in 2006. The Dean appoints a committee of full-time faculty who hear the student's request for re-admission and submit a recommendation to the Dean. The process for the hearing, the reports to the Dean, and the Dean's decision are enumerated. Once re-admitted the student must remain on probation for at least one academic year.
MAP # 1	MAP # 1	Absence	No record. My guess is that it has not been reviewed since 1978.	Major. We have clarified and reorganized this policy.	Request for approval of revisions	We now more clearly define and differentiate absences using 1) absence of short duration and those longer than short duration and 2) absences that are foreseeable and unforeseeable. The various topics have been arranged into paragraphs that deal with a single topic. References to University policies are to the University Senate Rules instead of the handbook on Student Rights and Responsibilities. Course directors, the Academic Performance Committee, and the Dean of the College are added to the list of responsible agents.
MAP # 2	MAP # 2	Academic Advising	No record. My guess is that it has not been reviewed since 1977.	Minor Reformatting only.	Request for approval of editorial changes.	The advising system was re-affirmed. The only changes are in formatting. The only non-editorial change is a reference to Senate Rule 7.2.3.D.

Dental Academic Policies

Summary of Changes

Current number	Previous Numbers	Title	Last Date Senate Approved	Extent of Revision	Desired Sen Action	Summary of Revisions and/or New Policy
MAP # 3	MAP # 3	College Calendar Guidelines	No record. My guess is that it has not been reviewed since 1977.	Minor Revisions of formatting. Changes in the administrator names and committee names.	Request for approval of revisions	We deleted the guidelines that holidays observed by the University be observed by the College. These guidelines were seen as redundant since the Policy Statement requires that professional school calendars "conform with the University Calendar as nearly as possible." The Faculty Council decided to make the Chair of the Curriculum committee and the Dean the responsible agents. The Dean is to review the calendar before it is forwarded to University Registrar.
MAP # 4	MAP # 4	Evaluation	No record. My guess is that it has not been reviewed since 1976.	Major	Request for approval of revisions	We changed the Policy Statement from "The evaluation system will be criterion referenced" to "The College recommends that the evaluation system be criterion referenced." Some of our current courses are not criterion referenced. Moreover, the Council believes that the course director's choice of evaluation system is a matter of academic freedom. We can "recommend" but we cannot require.
MAP # 5	MAP # 5	Grading	11/8/99	Not revised	No action needed	The grading system was re-affirmed. The only changes are in formatting.
MAP # 6	MAP # 6	Changing a Grading System in Individual DMD Courses	New, not previously considered by the Senate Council.	New Policy	Request for approval of new policy	The Faculty wanted to ensure that changes from one of the College's two grading systems to the other are subject to review by the Curriculum Committee.

Dental Academic Policies
Summary of Changes

Current number	Previous Numbers	Title	Last Date Senate Approved	Extent of Revision	Desired Sen Action	Summary of Revisions and/or New Policy
Rescinded	MAP # 7	Mock Board Examination	No record. My guess is that it has not been reviewed since 1976.	None.	Request for approval of our decision to rescind.	We rescinded this policy. In recent years, Mock Board examinations have been incorporated as requirements for passing in fourth year clinical courses. Consequently, the Faculty felt a policy on passing Mock Boards was no longer necessary. Since students must pass the courses containing mock boards, they must also pass the mock boards themselves.
MAP # 7	MAP # 8	National Board Dental Examination	New, not previously considered by the Senate Council.	Major. Passing Part 2 of the National Board is no longer a requirement for graduation.	Request for approval of new policy	NEW POLICY. This is the first time the SC has reviewed this policy. A 2003 version of this policy required students to pass both Parts 1 and 2 of the NBDE's to be eligible to graduate. The '03 version was never forwarded to the SC for review. Student must have taken Part 2, but not necessarily passed Part 2, to be eligible for graduation. The revised policy specifies that Part 1 be passed before the student can enter the 4th year of the curriculum. Students who have not passed Part 1 of the NBDE by the beginning of the 4th year shall be considered for placement in a modified curriculum (Academic Disciplinary Policy No. 4). The Policy now makes it clear that failure of Part 1 will result in a student being placed on Probation. (This is specified in Academic Policy No. 2. Probation, but should also be stated in this policy.)

Dental Academic Policies

Summary of Changes

Current number	Previous Numbers	Title	Last Date Senate Approved	Extent of Revision	Desired Sen Action	Summary of Revisions and/or New Policy
MAP #8	None (New in 2009)	Commencement	New, not previously considered by the Senate Council.	New Policy	Request for approval of new policy	NEW POLICY. The Faculty Council has decided to separate the commencement ceremony from graduation. The purpose is to allow a student who has not yet completed all the requirements for graduation to participate in graduation if it seems likely to course directors, the Dean of Academic Affairs and the 4th year APC committee that course requirements are likely to be completed within 30 days of commencement. Students will be allowed to participate in commencement if they have taken Part 2 of the Board; they do not have to have passed it. Note, however, that they must have passed Past 1 to arrive at this point.
Rescinded	MAP # 9	Promotion	5/10/04	None.	Request for approval of our decision to rescind.	The Faculty Council 7/14/09 reviewed this policy and concluded that it included no provisions that were not present in other policies. That is, the policy is completely redundant. It recommended that MAP #9 be rescinded. The Faculty agreed (10/19/09).
MAP #9	MAP # 10 MAP #7	Graduation	5/10/04	Major	Request for approval of revisions	SIGNIFICANT REVISION. The National Board requirements have been reduced. To be eligible to graduate, students must have passed Part 1, but not Part 2. Students need only to have taken Part 2. We have also deleted the requirement that a Mock Board examination be taken and passed. The Mock Boards are now embedded in 4th year clinical courses that must be passed.

Dental Academic Policies

Summary of Changes

Current number	Previous Numbers	Title	Last Date Senate Approved	Extent of Revision	Desired Sen Action	Summary of Revisions and/or New Policy
MAP # 10	MAP # 11 MAP #6	Grade Review	No record. My guess is that it has not been reviewed since 1976.	Major	Request for approval of revisions	Since most College Departments are now "Divisions," grade disputes will be mediated between the student and the Course Director and Division Director (formerly the Department Chair). Time limits by which the Grade Review Committee must be appointed and convened are now specified. The time limit for the committee to complete work has been removed. References to appeals of a possible suspension have been deleted, since appeal procedures (ADP # 7) now do the job. The policy now references provisions for further review beyond the College through the Academic Ombudsmen.

Dental Academic Policies

Approval History

Senate Rules Status

Current number	Previous Numbers	Title	Clause in Senate RULES	Last Date Senate Approved	Extent of Revision	HCCC action	Last Fac approval	Date of Fac Approval of Current Policy
ADP #1	ADP #1	Basis for Academic Discipline	Not in Senate RULES (SRs). Probably does not need to be in the SRs.	No record. My guess is that it has not been reviewed since 1978.	Major	5/20/10 Approved revisions	5/13/09 ADP #1	5/26/09 ADP #1
ADP #2	ADP #2	Probation	Currently in 5.3.4 A Our revision adds significant detail. Does all of this need to be incorporated into the SRs?	11/8/1999; '05 changes were not forwarded to the SC for review	Major	5/20/10 Approved revisions	7/14/09 ADP #2	10/19/09 ADP #2
ADP #3	New	Clinical Sanctions Including Suspension of Clinical Privileges	This is a new policy and is consequently not yet in the SRs. It tries to separate performance that is due to professional misconduct and academic deficiencies. In the second case, this becomes an academic policy. Does it need to be in the SRs?	New, not previously considered by the Senate Council.	New policy	5/20/10 Approved new policy	5/13/09 ADP #3	5/26/09 ADP #3
ADP #4	New in 09	Modified Curricula	This is a new policy and is consequently not yet in the SRs. This policy is lengthy, but it could be added to the SRs at the SC's discretion.	New, not previously considered by the Senate Council.	New policy	5/20/10 Approved new policy	5/13/09 ADP #4	5/26/09 ADP #4

Dental Academic Policies

Approval History

Senate Rules Status

Current number	Previous Numbers	Title	Clause in Senate RULES	Last Date Senate Approved	Extent of Revision	HCCC action	Last Fac approval	Date of Fac Approval of Current Policy
ADP #5	ADP #3 until '09	Suspension	5.3.3.4 B Our revisions add significant detail. Does all of this need to be incorporated into the SRs?	11/8/1999; changes made in '03 & '05. These changes were not forwarded to the Senate Council for review	Major	5/20/10 Approved revisions	5/13/09 ADP #5	5/26/09 ADP #5
ADP #6	ADP #4 ADP #5	Dismissal	5.3.3.4 C Our revisions add significant detail. Does all of this need to be incorporated into the SRs?	11/8/1999; changes made in '03 & '05 were not forwarded to the Senate Council for review	Major	5/20/10 Approved revisions	5/13/2009 ADP #6 #6	5/26/09 ADP #6
ADP #7	ADP #4 ADP #5	Appeal Procedures (new name 06)	This is mostly a new policy and is consequently not yet in the SRs. This policy is lengthy, but it could be added to the SRs at the SC's discretion.	No record. My guess is that it has not been reviewed since 1978.	Major	5/20/10 Approved new policy	5/13/09 ADP #7	5/26/09 ADP #7
ADP #8	ADP #5 & ADP #6	Participation in Curricular Privileges or Extracurricular Activities while on Academic Probation	Not in SRs. Probably does not need to be in the SRs.	No record. My guess is that there has been no review since 1978.	Minor. Methods are given in more detail.	5/20/10 Approved revisions	5/13/09	5/26/2009 ADP #8
ADP #9	ADP #7	Reinstatement Following Academic Suspension	Not in SRs. Probably does not need to be in the SRs.	No record. My guess is that it has not been reviewed since 1978.	Minor. Methods are given in more detail.	5/20/10 Approved revisions	5/13/09	5/26/2009 ADP #9

Dental Academic Policies

Approval History

Senate Rules Status

Current number	Previous Numbers	Title	Clause in Senate RULES	Last Date Senate Approved	Extent of Revision	HCCC action	Last Fac approval	Date of Fac Approval of Current Policy
MAP # 1	MAP # 1	Absence	Not in SRs. This policy is lengthy, but it could be added to the SRs at the SC's discretion.	No record. My guess is that it has not been reviewed since 1978.	Major. We have clarified and reorganized this policy.	5/20/10 Approved revisions	10/6/09	10/19/2009 MAP #1
MAP # 2	MAP # 2	Academic Advising	Not in SRs. Probably does not need to be in the SRs.	No record. My guess is that it has not been reviewed since 1977.	Minor Reformatting only.	5/20/10 Approved revisions	10/6/09 re-affirmed	10/19/2009 MAP #2
MAP # 3	MAP # 3	College Calendar Guidelines	Not in SRs. Probably does not need to be in the SRs.	No record. My guess is that it has not been reviewed since 1977.	Minor Revisions of formatting. Changes in the administrative names and committee	5/20/10 Approved revisions	10/6/09	10/19/2009 MAP #3
MAP # 4	MAP # 4	Evaluation	Not in SRs. Probably does not need to be in the SRs.	No record. My guess is that it has not been reviewed since 1976.	Major	5/20/10 Approved revisions	10/6/09	10/19/2009 MAP #4
MAP # 5	MAP # 5	Grading	5.1.2.2.	11/8/99	Not revised	No action needed	10/6/09 re-affirmed	10/19/09 MAP #5 re-affirmed
MAP # 6	MAP # 6	Changing a Grading System in Individual DMD Courses	Not in SRs. Probably does not need to be in the SRs.	New, not previously considered by the Senate Council.	New Policy	5/20/10 Approved new policy	10/6/09 re-affirmed	10/19/09 MAP #6 re-affirmed

Dental Academic Policies

Approval History

Senate Rules Status

Current number	Previous Numbers	Title	Clause in Senate RULES	Last Date Senate Approved	Extent of Revision	HCCC action	Last Fac approval	Date of Fac Approval of Current Policy
Rescinded	MAP # 7	Mock Board Examination	Was not in SRs.	No record. My guess is that it has not been reviewed since 1976.	None.	5/20/10 approved of our request to rescind	Rescinded 10/6/09	10/19/09 MAP #7 rescinded
MAP # 7	MAP # 8	National Board Dental Examination	This is a new policy and is consequently not yet in the SRs. This policy is lengthy, but it could be added to the SRs at the SC's discretion.	New, not previously considered by the Senate Council.	Major. Passing Part 2 of the National Board is no longer a	5/20/10 Approved new policy.	10/6/09	10/19/2009 MAP #7 Revised
MAP #8	None (New in 2009)	Commencement	Not in SRs. Probably does not need to be in the SRs.	New, not previously considered by the Senate Council.	New Policy	5/20/10 Approved new policy.	10/6/09	10/19/2009 MAP #8
Rescinded	MAP # 9	Promotion	5.3.4.1 A - needs to be deleted if SC approves our recommendation.	5/10/04	None.	5/20/10 approved of our request to rescind	Rescinded 7/14/09	10/19/09 Rescinded by the Faculty
MAP # 9	MAP # 10 MAP # 7	Graduation	5.3.4.1 B Will need to be revised if the Sc approves our revision.	5/10/04	Major	5/20/10 Approved revisions	10/6/09	10/19/2009 Revised MAP #9
MAP # 10	MAP # 11 MAP # 6	Grade Review	Not in SRs. Probably does not need to be in the SRs.	No record. My guess is that it has not been reviewed since 1976.	Major	5/20/10 Approved new policy	10/6/09	10/19/09 MAP #10

CHANGE UNDERGRADUATE PROGRAM FORM

1. General Information

College: <u>Agriculture, Food, and Environment</u>		Department: <u>Dietetics and Human Nutrition</u>	
Current Major Name:	<u>Dietetics</u>	Proposed Major Name:	<u>same</u>
Current Degree Title:	<u>BS in Dietetics</u>	Proposed Degree Title:	<u>same</u>
Formal Option(s):	<u>Option A - Didactic Program Option B - Coordinated Program</u>	Proposed Formal Option(s):	<u>same</u>
Specialty Field w/in Formal Option:	<u>N/A</u>	Proposed Specialty Field w/in Formal Options:	<u>N/A</u>
Date of Contact with Associate Provost for Academic Administration ¹ : _____			
Bulletin (yr & pgs):	<u>2014-2015 page 117-118</u>	CIP Code ¹ :	_____ Today's Date: <u>06-08-2015</u>
Accrediting Agency (if applicable):	<u>The Accreditation Council for Education in Nutrition and Dietetics (ACEND), Academy of Nutrition & Dietetics</u>		
Requested Effective Date:	<input checked="" type="checkbox"/> Semester following approval.	OR	<input type="checkbox"/> Specific Date ² : _____
Dept. Contact Person:	<u>Tammy Stephenson</u>	Phone:	<u>7-2353</u> Email: <u>Tammy.Stephenson@uky.edu</u>

2. General Education Curriculum for this Program:

The new General Education curriculum is comprised of the equivalent of 30 credit hours of course work. There are, however, some courses that exceed 3 credits & this would result in more than 30 credits in some majors.

- There is no foreign language requirement for the new Gen Ed curriculum.
- There is no General Education Electives requirement.

Please list the courses/credit hours currently used to fulfill the University Studies/General Education curriculum:

Intellectual Inquiry - Choose from list (3 hrs); Humanities - Choose from list (3 hrs); Social Sciences - PSY 100 or SOC 101 (3 or 4 hrs); Natural Sciences - CHE 105 and 111 (5 hrs); Composition and Communication - WRD/CIS 110 and 111 (6 hrs); Quantitative Foundations - MA 111 (3 hrs); Statistical Inferential Reasoning - STA 210 (3 hrs); Community/Culture - Choose from list (3 hrs); Global Dynamics - Choose from list (3 hrs) -> Total Hrs 32-33 hrs

Please identify below the suggested courses/credit hours to fulfill the General Education curriculum.

General Education Area	Course	Credit Hrs
I. Intellectual Inquiry (one course in each area)		
Arts and Creativity	<u>Choose from list</u>	<u>3</u>

¹ Prior to filling out this form, you MUST contact the Associate Provost for Academic Administration (APAA). If you do not know the CIP code, the (APAA) can provide you with that during the contact.

² Program changes are typically made effective for the semester following approval. No program will be made effective until all approvals are received.

CHANGE UNDERGRADUATE PROGRAM FORM

Humanities	<i>Choose from list</i>	<u>3</u>
Social Sciences	<i>PSY 100 or SOC</i>	<u>3-4</u>
	<u>101</u>	
Natural/Physical/Mathematical	<i>CHE 105 and 111</i>	<u>5</u>
II. Composition and Communication		
Composition and Communication I	CIS or WRD 110	3
Composition and Communication II	CIS or WRD 111	3
III. Quantitative Reasoning (one course in each area)		
Quantitative Foundations ³	<i>MA 111</i>	<u>3</u>
Statistical Inferential Reasoning	<i>STA 210</i>	<u>3</u>
IV. Citizenship (one course in each area)		
Community, Culture and Citizenship in the USA	<i>Choose from list</i>	<u>3</u>
Global Dynamics	<i>Choose from list</i>	<u>3</u>
Total General Education Hours		<u>32-33</u>

3. Explain whether the proposed changes to the program (as described in sections 4 to 12) involve courses offered by another department/program. Routing Signature Log must include approval by faculty of additional department(s).

Changes do not involve courses offered by another department.

4. Explain how satisfaction of the University Graduation Writing Requirement will be changed.

Current	Proposed
<input type="checkbox"/> Standard University course offering. List: _____	<input type="checkbox"/> Standard University course offering. List: _____
<input checked="" type="checkbox"/> Specific course – list: <u>DHN 374</u>	<input checked="" type="checkbox"/> Specific course) – list: <u>DHN 374</u>

5. List any changes to college-level requirements that must be satisfied.

Current	Proposed
<input checked="" type="checkbox"/> Standard college requirement. List: <u>HES 100 and FAM 352</u>	<input checked="" type="checkbox"/> Standard college requirement. List: <u>HES 100 and FAM 352</u>
<input type="checkbox"/> Specific required course – list: _____	<input type="checkbox"/> Specific course – list: _____

6. List pre-major or pre-professional course requirements that will change, including credit hours.

Current	Proposed
<u>BIO 152 - 3</u>	<u>BIO 148 - 3</u>

7. List the major's course requirements that will change, including credit hours.

Current	Proposed
_____	_____

8. Does the pgm require a minor AND does the proposed change affect the required minor? N/A Yes No

³ Note that MA 109 is NOT approved as a Quantitative Foundations course. Students in a major requiring calculus will use a calculus course (MA 113, 123, 137 or 138) while students not requiring calculus should take MA 111, PHI 120 or another approved course.

CHANGE UNDERGRADUATE PROGRAM FORM

If "Yes," indicate current courses and proposed changes below.

Current	Proposed

9. Does the proposed change affect any option(s)?

N/A Yes No

If "Yes," indicate current courses and proposed changes below, including credit hours, and also specialties and subspecialties, if any.

Current	Proposed

10. Does the change affect pgm requirements for number of credit hrs outside the major subject in a related field?

Yes No

If so, indicate current courses and proposed changes below.

Current	Proposed

11. Does the change affect pgm requirements for technical or professional support electives?

Yes No

If so, indicate current courses and proposed changes below.

Current	Proposed

12. Does the change affect a minimum number of free credit hours or support electives?

Yes No

If "Yes," indicate current courses and proposed changes below.

Current	Proposed

13. Summary of changes in required credit hours:

	Current	Proposed
a. Credit Hours of Premajor or Preprofessional Courses:	<u>42</u>	<u>same</u>
b. Credit Hours of Major's Requirements:	<u>44</u>	<u>same</u>
c. Credit Hours for Required Minor:	<u>n/a</u>	<u>n/a</u>
d. Credit Hours Needed for a Specific Option:	<u>Option A 1-6</u> <u>Option B 21</u>	<u>same</u>
e. Credit Hours Outside of Major Subject in Related Field:	<u>n/a</u>	<u>n/a</u>
f. Credit Hours in Technical or Professional Support Electives:	<u>n/a</u>	<u>n/a</u>
g. Minimum Credit Hours of Free/Supportive Electives:	<u>4</u>	<u>same</u>
h. Total Credit Hours Required by Level:	100: <u>33</u>	<u>same</u>
	200: <u>19</u>	<u>same</u>
	300: <u>30</u>	<u>same</u>
	400-500: <u>17-18</u>	<u>same</u>
i. Total Credit Hours Required for Graduation:	<u>Option A 128</u> <u>Option B 137</u>	<u>Option A 128</u> <u>Option B 137</u>

CHANGE UNDERGRADUATE PROGRAM FORM

14. Rationale for Change(s) – if rationale involves accreditation requirements, please include specific references to that.

The dietetics program is accredited through The Accreditation Council for Education in Nutrition and Dietetics (ACEND) through the Academy of Nutrition & Dietetics.

BIO 148 will replace BIO 152 as the pre-major required introductory biology course. This change is being implemented because of the biology course sequence changes that were recently approved at the University level. Specifically, BIO 148 is now a required pre-requisite for BIO 152.

15. List below the typical semester by semester program for the major. If multiple options are available, attach a separate sheet for each option.

YEAR 1 – FALL: (e.g. "BIO 103; 3 credits")	<u>See attached 4-year plan.</u>	YEAR 1 – SPRING:	_____
YEAR 2 - FALL :	_____	YEAR 2 – SPRING:	_____
YEAR 3 - FALL:	_____	YEAR 3 - SPRING:	_____
YEAR 4 - FALL:	_____	YEAR 4 - SPRING:	_____

CHANGE UNDERGRADUATE PROGRAM FORM

Signature Routing Log

General Information:

Current Degree Title and Major Name:

B.S. in Dietetics, Dietetics

Proposal Contact Person Name:

Tammy Stephenson, DUS for Dietetics & Human Nutrition

Phone: 7-2353

Email:

Tammy.Stephenson@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Department of Dietetics & Human Nutrition	01/21/2015	Dr. Sandra Bastin / 7-3800 / sbastin@uky.edu	
		/ /	
		/ /	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁴
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁴ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

4.2.2.4 School of Human Environmental Sciences

A. Human Nutrition and Dietetics Majors [US: 2/11/2013]

Admission to the University is sufficient for lower-division admission to the human nutrition & dietetics majors. However, lower-level admission to the majors or any admission to the University does not guarantee upper-division admission to either of the degree programs in the Department of Dietetics & Human Nutrition. In general, admission depends upon the qualifications and preparation of applicants, as well as the availability of resources for maintaining quality instruction.

Upper-division admission into the human nutrition or dietetics degree programs is necessary in order to be granted a baccalaureate degree from the Department of Dietetics & Human Nutrition. Students who have attained a 2.8 or higher grade-point average in the pre-major component required for all students in the Department of Dietetics & Human Nutrition will be assured admission.

To be considered for upper-division admission to either the human nutrition or dietetics undergraduate degree programs, an applicant must fulfill the following requirements:

1. Enrollment in the University of Kentucky. (Students are considered for acceptance by the Department only after acceptance by the University of Kentucky.);
2. Completion of the pre-major component (Pre-major courses include: CHE 105, CHE 107, CHE 111, CHE 113, ~~BIO 152~~ [BIO 148](#), DHN 212, and DHN 241) required for all students within the Department of Dietetics & Human Nutrition with a minimum pre-major coursework grade-point average of 2.8.*
3. Submission of an application form to the Department of Dietetics & Human Nutrition Academic Coordinator.

NOTE: A student can repeat a pre-major course to meet this GPA requirement. If a student repeats the course as one of their three University-accepted repeat options only the repeat grade will be factored into the pre-major coursework GPA. If a student repeats the course outside of the University-accepted repeat options then the course grades will be averaged and then factored into the pre-major coursework GPA.

Applications from students outside the University of Kentucky seeking admission to the Human Nutrition or Dietetics degree programs, whether for upper-division or lower-division status, must be received by the University Admissions Office no later than April 15 (first summer session); May 15 (second summer session); August 1 (fall semester); and December 1 (spring semester).

Students enrolled in other UK programs on campus should apply for admission prior to the priority registration period. (The appropriate deadlines are listed in the University calendar for approved times to change major.)

Lower-division students enrolled in the Department of Dietetics & Human Nutrition should apply for upper-division admission to the Human Nutrition Program or Didactic Program in Dietetics during the semester they are completing the pre-major course work. The application for upper-division admission should be made before the priority registration period for the upcoming semester.

Appeal Process

Students with a GPA below 2.8 and who have completed all pre-major requirements may appeal for admission into the human nutrition or dietetic programs. If the Appeals Committee feels that there is persuasive evidence that personal, academic or professional circumstances have affected a student's grades and the student shows promise for successful completion of a degree in the Department of Dietetics & Human Nutrition, acceptance may be granted. Materials and information necessary for the appeals process will be available in the School of Human Environmental Science Advising Resource Center. The deadline for submission of the appeals is generally 45 days prior to the beginning of the semester; however, appeals materials are not accepted for the first summer session.

Thank you again for your continued work in reviewing these related proposals. We do hope that these proposals can be reviewed and approved in a timely manner because of their already immediate impact on our 250+ students in pre-dietetics and dietetics. Please let me know if any additional information or clarification is necessary.

Warm regards;

Tammy J. Stephenson

Tammy J. Stephenson, PhD
DUS, Dietetics and Human Nutrition
Tammy.Stephenson@uky.edu
859-257-2353

CHANGE UNDERGRADUATE PROGRAM FORM

RECEIVED

DEC 10 2015

OFFICE OF THE SENATE COUNCIL

1. General Information

College:	<u>Agriculture, Food, and Environment</u>	Department:	<u>Dietetics & Human Nutrition</u>
Current Major Name:	<u>Human Nutrition</u>	Proposed Major Name:	<u>Human Nutrition</u>
Current Degree Title:	<u>BS Human Nutrition</u>	Proposed Degree Title:	<u>BS Human Nutrition</u>
Formal Option(s):	_____	Proposed Formal Option(s):	_____
Specialty Field w/in Formal Option:	_____	Proposed Specialty Field w/in Formal Options:	_____
Date of Contact with Associate Provost for Academic Administration ¹ : _____			
Bulletin (yr & pgs):	<u>2014-2015 pp 119</u>	CIP Code ¹ :	<u>19.0501</u>
		Today's Date:	<u>11-24-2015</u>
Accrediting Agency (if applicable):	<u>American Association of Family and Consumer Sciences</u>		
Requested Effective Date:	<input type="checkbox"/> Semester following approval.	OR	<input checked="" type="checkbox"/> Specific Date ² : <u>Fall 2016</u>
Dept. Contact Person:	<u>Tammy Stephenson</u>	Phone:	<u>7-2353</u>
		Email:	<u>Tammy.Stephenson@uky.edu</u>

2. General Education Curriculum for this Program:

The new General Education curriculum is comprised of the equivalent of 30 credit hours of course work. There are, however, some courses that exceed 3 credits & this would result in more than 30 credits in some majors.

- There is no foreign language requirement for the new Gen Ed curriculum.
- There is no General Education Electives requirement.

Please list the courses/credit hours currently used to fulfill the University Studies/General Education curriculum:

Intellectual Inquiry - Choose from list (3 hrs); Humanities - Choose from list (3 hrs); Social Sciences - PSY 100 (4 hrs); Natural Sciences - CHE 105 and 111 (5 hrs); Composition and Communication - WRD/CIS 110 and 111 (6 hrs); Quantitative Foundations - MA 113 or 123 (3 or 4 hrs); Statistical Inferential Reasoning - STA 210 (3 hrs); Community/Culture - Choose from list (3 hrs); Global Dynamics - Choose from list (3 hrs) -> Total Hrs 32-33 hrs

Please identify below the suggested courses/credit hours to fulfill the General Education curriculum.

General Education Area	Course	Credit Hrs
I. Intellectual Inquiry (one course in each area)		
Arts and Creativity	<u>Choose From Approved</u>	<u>3</u>
Humanities	<u>Choose from</u>	<u>3</u>

¹ Prior to filling out this form, you MUST contact the Associate Provost for Academic Administration (APAA). If you do not know the CIP code, the (APAA) can provide you with that during the contact.

² Program changes are typically made effective for the semester following approval. No program will be made effective until all approvals are received.

CHANGE UNDERGRADUATE PROGRAM FORM

	<i>Approved List</i>	
Social Sciences	<i>Satisfied by Pre-Major Requirement (PSY 100)</i>	<u>4</u>
Natural/Physical/Mathematical	<i>Satisfied by Pre-Major Requirement (CHE 105 and 111)</i>	<u>4</u>
II. Composition and Communication		
Composition and Communication I	CIS or WRD 110	3
Composition and Communication II	CIS or WRD 111	3
III. Quantitative Reasoning (one course in each area)		
Quantitative Foundations ³	<i>Satisfied by Pre-Major Requirement MA 123 or 113</i>	<u>3 or 4</u>
Statistical Inferential Reasoning	<i>STA 296</i>	<u>3</u>
IV. Citizenship (one course in each area)		
Community, Culture and Citizenship in the USA	<i>Choose From Approved List</i>	<u>3</u>
Global Dynamics	<i>Choose From Approved List</i>	<u>3</u>
Total General Education Hours		<u>32-33</u>

3. Explain whether the proposed changes to the program (as described in sections 4 to 12) involve courses offered by another department/program. Routing Signature Log must include approval by faculty of additional department(s).

N/A

4. Explain how satisfaction of the University Graduation Writing Requirement will be changed.

Current	Proposed
<input type="checkbox"/> Standard University course offering. List: _____	<input type="checkbox"/> Standard University course offering. List: _____
<input checked="" type="checkbox"/> Specific course – list: <u>DHN 475</u>	<input checked="" type="checkbox"/> Specific course) – list: <u>DHN 475</u>

5. List any changes to college-level requirements that must be satisfied.

Current	Proposed
<input type="checkbox"/> Standard college requirement. List: _____	<input type="checkbox"/> Standard college requirement. List: _____
<input type="checkbox"/> Specific required course – list: _____	<input type="checkbox"/> Specific course – list: _____

6. List pre-major or pre-professional course requirements that will change, including credit hours.

Current	Proposed
_____	_____

³ Note that MA 109 is NOT approved as a Quantitative Foundations course. Students in a major requiring calculus will use a calculus course (MA 113, 123, 137 or 138) while students not requiring calculus should take MA 111, PHI 120 or another approved course.

CHANGE UNDERGRADUATE PROGRAM FORM

7. List the major's course requirements that will change, including credit hours.

Current	Proposed

8. Does the pgm require a minor AND does the proposed change affect the required minor? N/A Yes No
 If "Yes," indicate current courses and proposed changes below.

Current	Proposed

9. Does the proposed change affect any option(s)? N/A Yes No
 If "Yes," indicate current courses and proposed changes below, including credit hours, and also specialties and subspecialties, if any.

Current	Proposed

10. Does the change affect pgm requirements for number of credit hrs outside the major subject in a related field? Yes No
 If so, indicate current courses and proposed changes below.

Current	Proposed

11. Does the change affect pgm requirements for technical or professional support electives? Yes No
 If so, indicate current courses and proposed changes below.

Current	Proposed

12. Does the change affect a minimum number of free credit hours or support electives? Yes No
 If "Yes," indicate current courses and proposed changes below.

Current	Proposed

13. Summary of changes in required credit hours:

	Current	Proposed
a. Credit Hours of Premajor or Preprofessional Courses:	48-49	<u>same</u>
b. Credit Hours of Major's Requirements:	32-33	<u>same</u>
c. Credit Hours for Required Minor:		
d. Credit Hours Needed for a Specific Option:		
e. Credit Hours Outside of Major Subject in Related Field:	4 (School of HES Requirement)	<u>same</u>
f. Credit Hours in Technical or Professional Support Electives:	18	<u>same</u>
g. Minimum Credit Hours of Free/Supportive Electives:	3	<u>same</u>

CHANGE UNDERGRADUATE PROGRAM FORM

h. Total Credit Hours Required by Level:	100:	<u>34-35</u>	<u>same</u>
	200:	<u>28</u>	<u>same</u>
	300:	<u>14-18</u>	<u>same</u>
	400-500:	<u>13-17</u>	<u>same</u>
i. Total Credit Hours Required for Graduation:		<u>120</u>	<u>same</u>

14. Rationale for Change(s) – if rationale involves accreditation requirements, please include specific references to that.

We are requesting a modification to the admission policy for the Human Nutrition program to ensure that the policy is consistent between our Dietetics and Human Nutrition undergraduate degree programs. For both programs, students complete a pre-major component and apply for upper-level admission. We have many students who originally start as pre-dietetics students and then switch to pre-human nutrition, and vice versa. Therefore, we would like the admission policy to be the same for both programs. There are NO specific program changes for the B.S. in Human Nutrition beyond the request for a change to the Admission Policy.

The current admission policy reads:

Completion of the pre-major component (Pre-major courses include: CHE 105, CHE 107, CHE 111, CHE 113, BIO 152, DHN 212, and DHN 241) required for all students within the Department of Dietetics & Human Nutrition with a minimum pre-major coursework grade-point average of 2.8.

In light of the recent changes to the introductory biology sequence, specifically BIO 148 being a required pre-requisite for BIO 152, we propose a change to the admission policy from BIO 152 to BIO 148. This change is necessary because pre-dietetics students will no longer be able to take only BIO 152. Both Dietetics and Human Nutrition students will now be required to take BIO 148 (pending approval for dietetics). Again, we would like to have consistent pre-major components for the admission policy for Human Nutrition and Dietetics. Therefore, we are requesting that BIO 148 now be required as part of the pre-major admission policy component.

The revised policy will read:

Completion of the pre-major component (Pre-major courses include: CHE 105, CHE 107, CHE 111, CHE 113, BIO 148, DHN 212, and DHN 241) required for all students within the Department of Dietetics & Human Nutrition with a minimum pre-major coursework grade-point average of 2.8.

15. List below the typical semester by semester program for the major. If multiple options are available, attach a separate sheet for each option.

YEAR 1 – FALL: (e.g. "BIO 103; 3 credits")	<u>See attached 4-year plan.</u>	YEAR 1 – SPRING:	<u> </u>
YEAR 2 - FALL :	<u> </u>	YEAR 2 – SPRING:	<u> </u>
YEAR 3 - FALL:	<u> </u>	YEAR 3 - SPRING:	<u> </u>
YEAR 4 - FALL:	<u> </u>	YEAR 4 - SPRING:	<u> </u>

CHANGE UNDERGRADUATE PROGRAM FORM

Signature Routing Log

General Information:

Current Degree Title and Major
Name:

BS Human Nutrition

Proposal Contact Person
Name:

Tammy
Stephenson, DUS
Dietetics & Human
Nutrition

Phone: 7-2353

Email:
Tammy.Stephenson@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Department of Dietetics & Human Nutrition	01/21/15	Dr. Sandra Bastin / 7-3800 / sbastin@uky.edu	
College of Agriculture, Food, and Environment	02/13/15	Dr. Larry Grabau / 7-3469 / larry.grabau@uky.edu	
		/ /	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁴
Undergraduate Council	12/8/15	Joanie Ett-Mims	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁴ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

4.2.2.4 School of Human Environmental Sciences

A. Human Nutrition and Dietetics Majors [US: 2/11/2013]

Admission to the University is sufficient for lower-division admission to the human nutrition & dietetics majors. However, lower-level admission to the majors or any admission to the University does not guarantee upper-division admission to either of the degree programs in the Department of Dietetics & Human Nutrition. In general, admission depends upon the qualifications and preparation of applicants, as well as the availability of resources for maintaining quality instruction.

Upper-division admission into the human nutrition or dietetics degree programs is necessary in order to be granted a baccalaureate degree from the Department of Dietetics & Human Nutrition. Students who have attained a 2.8 or higher grade-point average in the pre-major component required for all students in the Department of Dietetics & Human Nutrition will be assured admission.

To be considered for upper-division admission to either the human nutrition or dietetics undergraduate degree programs, an applicant must fulfill the following requirements:

1. Enrollment in the University of Kentucky. (Students are considered for acceptance by the Department only after acceptance by the University of Kentucky.);
2. Completion of the pre-major component (Pre-major courses include: CHE 105, CHE 107, CHE 111, CHE 113, ~~BIO 152~~ BIO 148, DHN 212, and DHN 241) required for all students within the Department of Dietetics & Human Nutrition with a minimum pre-major coursework grade-point average of 2.8.*
3. Submission of an application form to the Department of Dietetics & Human Nutrition Academic Coordinator.

NOTE: A student can repeat a pre-major course to meet this GPA requirement. If a student repeats the course as one of their three University-accepted repeat options only the repeat grade will be factored into the pre-major coursework GPA. If a student repeats the course outside of the University-accepted repeat options then the course grades will be averaged and then factored into the pre-major coursework GPA.

Applications from students outside the University of Kentucky seeking admission to the Human Nutrition or Dietetics degree programs, whether for upper-division or lower-division status, must be received by the University Admissions Office no later than April 15 (first summer session); May 15 (second summer session); August 1 (fall semester); and December 1 (spring semester).

Students enrolled in other UK programs on campus should apply for admission prior to the priority registration period. (The appropriate deadlines are listed in the University calendar for approved times to change major.)

Lower-division students enrolled in the Department of Dietetics & Human Nutrition should apply for upper-division admission to the Human Nutrition Program or Didactic Program in Dietetics during the semester they are completing the pre-major course work. The application for upper-division admission should be made before the priority registration period for the upcoming semester.

Appeal Process

Students with a GPA below 2.8 and who have completed all pre-major requirements may appeal for admission into the human nutrition or dietetic programs. If the Appeals Committee feels that there is persuasive evidence that personal, academic or professional circumstances have affected a student's grades and the student shows promise for successful completion of a degree in the Department of Dietetics & Human Nutrition, acceptance may be granted. Materials and information necessary for the appeals process will be available in the School of Human Environmental Science Advising Resource Center. The deadline for submission of the appeals is generally 45 days prior to the beginning of the semester; however, appeals materials are not accepted for the first summer session.

Suggested Four Year Plan

MAJOR: Human Nutrition
DEGREE: B.S. in Human Nutrition

Effective FALL 2015
01/23/2015

Entrance Requirement: Minimum GPA for entrance into the upper-level Human Nutrition program is 2.8 in select courses (see Admissions Policy in the 2014-2015 Undergraduate Bulletin <http://www.uky.edu/sites/www.uky.edu/registrar/files/agfe2.pdf>)

1. Some courses may be offered only once per year. This plan is subject to change without notice.
2. Sufficient ACT/SAT scores and/or Math Placement scores and/or MA 109 are prerequisite to Quantitative Foundations, plus Chemistry and Biology.
3. Prerequisites must be successfully completed prior to taking the next class. Check the UK Bulletin for requirements, course descriptions and prerequisites.
4. Consult with your advisor for the most current and accurate information.

YEAR I

<u>Fall</u>		<u>Spring</u>	
WRD 110 or CIS 110	- 3	WRD 111 or CIS 111	- 3
Humanities	- 3	CHE 107	- 3
CHE 105	- 4	CHE 113	- 2
CHE 111	- 1	BIO 152	- 3
BIO 148	- 3	BIO 155	- 1
HES 100	- 1	PSY 100	- 4
UK 101(opt)	<u>- 1-2</u>	HES 100 ^{-if not taken in Fall}	- 1
	<u>15-17</u>	CHE 197 (opt)	<u>- 1</u>
			<u>16-18</u>

YEAR II

<u>Fall</u>		<u>Spring</u>	
CHE 230	- 3	CHE 232	- 3
CHE 231	- 1	CHE 233	- 1
BIO 208	- 3	DHN 302	- 3
MA 123 or 113	- 4	STA 296	- 3
DHN 212	- 3	ANA 209	- 3
DHN 241	<u>- 1</u>	Arts & Creativity	<u>- 3</u>
	<u>15</u>		<u>16</u>

YEAR III

<u>Fall</u>		<u>Spring</u>	
DHN 311*	- 3	DHN 315**	- 3
DHN 312*	- 3	DHN 510**	- 3
PGY 206	- 3	DHN 318**	- 3
US Citizenship	- 3	Prof Support Electives	<u>- 6</u>
FAM 352	<u>- 3</u>		<u>15</u>
	<u>15</u>		

YEAR IV

<u>Fall</u>		<u>Spring</u>	
DHN 304	- 3	DHN 408G	- 1
DHN 474*(GCCR)	- 3	DHN 403**	- 3
PHI 305	- 3	DHN 475** (GCCR)	- 3
Global Dynamics	- 3	Prof Support Electives	- 9
Prof Support Electives	<u>- 3</u>	Free Electives	<u>- ###</u>
	<u>15</u>		<u>16</u>

Minimum TOTAL of acceptable hours required = 120 Credits

1. A minimum of 45 hours of Upper level courses (300, 400 or 500) must be completed. (8 hrs of Upper Level selections are needed in addition to Major)
 2. Professional Support Electives- select 18 hours at 200-level or above.
 3. ### - free electives will depend on how professional support and upper level electives have been previously fulfilled.
 4. A grade of C or higher in DHN 474 and DHN 475 will complete the Graduation Composition and Communications Requirement (GCCR)
 5. *Classes only offered in Fall semester **Classes only offered in Spring semester
- *** Additional Note: Pre-med, pre-dental, pre-optometry students should also consult with pre-medical advisor in Undergraduate Studies, 1st floor Miller Hall.



February 13, 2015

MEMORANDUM

College of Agriculture,
Food and Environment
Office of Academic Programs
N6 Agricultural Science Building
Lexington, KY 40546-0091
859 257-3469
academics.ca.uky.edu

TO: Andrew Hippisley, Chair, Senate Council

Ben Withers, Associate Provost for Undergraduate Education

FROM: *Larry J. Grabau*
Larry Grabau, Associate Dean for Instruction and Chair, Undergraduate Curriculum Committee, College of Agriculture, Food and Environment

RE: Urgent admissions policy issue related to minor BIO 152 prerequisite change

C: Karen Badger, Chair, Undergraduate Council

When Biology recently announced a minor change in the prerequisites for BIO 152, (e.g., that students had to earn a "C" or better in BIO 148 before becoming eligible to enroll in BIO 152), the Dietetics and Human Nutrition Department found themselves in a bind. You see, they had worked hard to develop an upper division admissions policy to both their Dietetics and Human Nutrition B.S. programs. While Human Nutrition requires both BIO 148 and BIO 152, Dietetics has to this point only required BIO 152. So, when DHN built their upper division admissions policy, they wanted to include a biology course, and BIO 152 was the obvious choice. That admissions policy was recently approved and went into effect as of Fall 2014 semester.

They have submitted a revised curricular proposal for their Dietetics program; that revision now shows BIO 148 (but not BIO 152) required of those students. Since Human Nutrition students will continue to take both BIO 148 and BIO 152, BIO 148 will serve nicely to fit as a biology course in the course requirements for consideration to admission to upper division standing.

Note that the attached letter from Tammy Stephenson includes direct reference to the specific language of the intended new policy.

Finally, the Undergraduate Curriculum Committee has approved the revised admissions policy (along with the corresponding change in the Dietetics program).

The request, which I endorse, is that this change in admissions policy be expedited—if at all possible for coincident implementation with the changes in the BIO 152 prerequisites (Fall 2015).

Thank you again for your continued work in reviewing these related proposals. We do hope that these proposals can be reviewed and approved in a timely manner because of their already immediate impact on our 250+ students in pre-dietetics and dietetics. Please let me know if any additional information or clarification is necessary.

Warm regards;

Tammy J. Stephenson

Tammy J. Stephenson, PhD
DUS, Dietetics and Human Nutrition
Tammy.Stephenson@uky.edu
859-257-2353

4.2.2.4 School of Human Environmental Sciences

A. Human Nutrition and Dietetics Majors [US: 2/11/2013]

Admission to the University is sufficient for lower-division admission to the human nutrition & dietetics majors. However, lower-level admission to the majors or any admission to the University does not guarantee upper-division admission to either of the degree programs in the Department of Dietetics & Human Nutrition. In general, admission depends upon the qualifications and preparation of applicants, as well as the availability of resources for maintaining quality instruction.

Upper-division admission into the human nutrition or dietetics degree programs is necessary in order to be granted a baccalaureate degree from the Department of Dietetics & Human Nutrition. Students who have attained a 2.8 or higher grade-point average in the pre-major component required for all students in the Department of Dietetics & Human Nutrition will be assured admission.

To be considered for upper-division admission to either the human nutrition or dietetics undergraduate degree programs, an applicant must fulfill the following requirements:

1. Enrollment in the University of Kentucky. (Students are considered for acceptance by the Department only after acceptance by the University of Kentucky.);
2. Completion of the pre-major component (Pre-major courses include: CHE 105, CHE 107, CHE 111, CHE 113, BIO 148, DHN 212, and DHN 241) required for all students within the Department of Dietetics & Human Nutrition with a minimum pre-major coursework grade-point average of 2.8.*
3. Submission of an application form to the Department of Dietetics & Human Nutrition Academic Coordinator.

Yost, Scott A 10/27/2015 1:33 PM
Deleted: BIO 152

NOTE: A student can repeat a pre-major course to meet this GPA requirement. If a student repeats the course as one of their three University-accepted repeat options only the repeat grade will be factored into the pre-major coursework GPA. If a student repeats the course outside of the University-accepted repeat options then the course grades will be averaged and then factored into the pre-major coursework GPA.

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Appeal Process

Students with a GPA below 2.8 and who have completed all pre-major requirements may appeal for admission into the human nutrition or dietetic programs. If the Appeals Committee feels that there is persuasive evidence that personal, academic or professional circumstances have affected a student's grades and the student shows promise for successful completion of a degree in the Department of Dietetics & Human Nutrition, acceptance may be granted. Materials and information necessary for the appeals process will be available in the School of Human Environmental Science Advising Resource Center. The deadline for submission of the appeals is generally 45 days prior to the beginning of the semester; however, appeals materials are not accepted for the first summer session.

1.4.4.2 Senate Advisory Committee on Privilege and Tenure (SACPT)

A. Committee Membership

The committee will be comprised of ten tenured faculty members with expertise encompassing the areas of the committee's charge. The committee membership will be structured in the following way: four Regular Title Series; two Special Title Series (clinical areas); two Special Title Series (nonclinical areas); one Librarian Title Series; one Extension Title Series. For each given case, the committee Chair will identify a minimum of five members to participate in the hearing, deliberation, and disposition of the case, with the goal that in cases involving faculty at least one member will be in the same title series as the heard petitioner, and that cases will be heard during the summer as well as during the academic year. Members of this academic advisory committee are appointed by the President, as Chair of the University Senate, from nominations submitted by the Senate Council of full-time tenured faculty employees who do not occupy a position of administrative academic supervision over faculty personnel.

B. Committee Charge

1. **Scope of Committee Jurisdiction.** Except for cases of dismissal for cause (subsection 2a, below), the SACPT is to consider whether
 - (a) violation of procedures (as established by University-level regulations/policies, or by the college, or by the department faculty; GR VII.A.6.c; GR VII.B.3; GR VII.B.5),
 - (b) violation of privilege and/or
 - (c) violation of academic freedom,

have affected the outcome of decisions made in the processes of faculty reappointment, terminal reappointment, non-renewal of appointment, promotion and/or tenure. Cases of complaint on the substantive merit of administrative decisions in these faculty personnel processes are instead to be submitted through established administrative channels as prescribed by GR I.I.

Similarly, the SACPT does not consider complaints relating to the substantive merit of administrative decisions on salary, faculty performance review, distribution of effort, allocation of resources, etc. (for which the administrative appeal procedure of GR I.I is applicable). However, *if* an issue instead involves violation of established procedure, violation of privilege or violation of academic freedom, *and if* the petitioner *both* (i) exhausts the process of GR I.I through the level of the Provost and the issue remains unresolved and (ii) satisfies the burden of making a *prima facie* case to the SACPT that the particular violation of procedure, privilege or academic freedom is of such a nature as to potentially significantly impinge on the petitioner's reappointment, terminal reappointment, non-renewal of appointment, promotion and/or tenure, *then* the SACPT may elect to consider the case.

For the purposes of this scope of charge to the SACPT, "academic freedom" is as defined in GR X.B.3.b (para. 1). Issues of academic freedom of an "administrator holding academic rank" relate to the individual's exercise of academic freedom in the capacity as a member of the faculty of an educational unit.

2. Specific Areas of Committee Charge. The Committee is charged with giving consideration to the following matters as referred to it by the President, by any University faculty employee, or by certain University staff employees of educational units in particular situations.

(a) Considerations of dismissal from employment (GR X.B.1.e) that involve:

- i. cases of appointment termination for cause of a tenured conduct (KRS 164.230);
- ii. cases of dismissal of a employee for cause during a limited appointment, arising from allegation of incompetency, neglect of or refusal to perform his/her duty, or for immoral conduct (KRS 164.230; GR X.B.1.e);
- iii. cases of termination of a tenure appointment or the dismissal of a person prior to expiration of a non-tenure appointment, because of a financial emergency (GR X.B.1.e);

As prescribed by GR X.B.1.e.ii, the SACPT shall make an informal investigation. The petitioner an opportunity to be heard by the SACPT, for the purpose of attempting to effect a resolution mutually agreeable to the President and the faculty employee. In the case that such a resolution is not obtained, the SACPT shall recommend to the President whether, in its opinion, dismissal proceedings should be undertaken. The subsequent disposition of the matter by the President shall be as prescribed in GR X.B.1.e.

(b) Considerations of certain cases of allegation of violation of academic freedom or insufficient notice of non-renewal that involve:

- i. cases of allegation by a faculty member on a non-tenure appointment that a decision for non-reappointment violates his or her academic freedom as a faculty member (GR X.B.1.f);
- ii. cases of allegation by a University administrator holding academic rank, or by a postdoctoral scholar, postdoctoral fellow, resident, clinical fellow, teaching assistant, or research assistant that a decision to terminate his or her appointment to his or her administrative post, or not to reappoint him or her, violates his or her academic freedom (GR X.B.1.h; GR X.D; AR 5:4; AR 5.5);
- iii. cases of non-renewal of a faculty employee's probationary appointment with less advance notice than specified by the *Governing Regulations* (GR X.B.1.d);

As prescribed by GR X.B.1.e, when the petitioner lodges his/her complaint in writing to the Chair of the SACPT, the SACPT shall make an informal investigation, including affording the petitioner an opportunity to be heard by the SACPT, for the purpose of attempting to effect a resolution mutually agreeable

to the President and the petitioner. In the case that such a resolution is not obtained, the SACPT shall recommend to the President whether, in its opinion, the termination or nonreappointment decision should be sustained. The subsequent disposition of the matter by the President shall be as prescribed in GR X.B.1.e.

(c) Consideration of allegations of violation of established procedure, academic privilege and/or academic freedom that involve:

- i. a faculty employee's terminal reappointment, promotion and/or tenure (AR 2:1)
- ii. cases of allegation by a faculty member on a non-tenured appointment that a decision for non-reappointment violates either GR I.D.2.a or GR X.A.1 dealing with certain discriminatory practices.

The petitioner must submit to the Chair of the SACPT a letter initiating the appeal within 60 days, and the appeal and supporting documentation within 75 days, after written notification by the dean of a final decision of nonrenewal, terminal reappointment or disapproval of promotion and/or tenure.

The SACPT may extend the 75-day deadline by majority vote.

The function of the committee in all such cases is to first exercise informal vetting processes to attempt to effect a resolution that makes a formal recommendation to the President for action unnecessary. In cases where such an informal resolution is not obtained, the committee will exercise formal processes of investigation, including affording to the petitioner an opportunity to appear before the SACPT. With copy to the petitioner, the SACPT will submit to the President its analysis of the alleged violations and will recommend to the President what commensurate remedial action, if any, ought to be taken. The President, or upon the President's delegation the Provost, shall notify the petitioning faculty employee and the SACPT in writing of the decision.

3. Interpretation of Policies. The SACPT may, upon request, advise individual faculty members, the President, the Provost or educational unit chief administrative officers on the interpretation of University regulations on faculty appointment, reappointment, promotion, tenure, privilege and academic freedom, with copies of the interpretation being sent to the University Senate Council, the President, the Provost and as applicable, the chair of the department, and the dean.

4. Issues of Privilege as Scholars. The SACPT also may consider allegations by faculty members who believe that their privilege as scholars has been abridged or abused. Faculty members should address statements to the chair of the SACPT setting forth in detail the reasons why they believe their privilege has been abridged or abused. The SACPT will review the statement and determine whether conditions warrant further investigation. Upon investigation the SACPT will make recommendations to the faculty member and

file a copy with the President and the Provost. Recommendations may be made also to the President with a copy sent to the faculty member and Provost.

5. Recommendations on Policies. The SACPT is also charged with making a continuing study of regulations on faculty appointment, reappointment, promotion, tenure, privilege and academic freedom, making recommendations to the University Senate.

6. Reports and Records. At the end of each academic year the SACPT will provide to the Senate Council a generalized report of the issues and resolutions of the cases filed with it that year, including any consequent recommendations of the SACPT for action by the Senate or Senate Council. At the conclusion of the committee's disposition of each case, or collectively at the end of the academic year, for purposes of records retention, the Chair of the committee shall forward to the University President's Office the case documents filed to the committee, any other official evidentiary documents generated by the committee, and the record of the committee's disposition of the case if the latter has not already been submitted to the President.

[The right of a faculty employee to file with the SACPT Chair a request for a hearing pursuant to SR 1.4.4.2.B.2.\(a\), 1.4.4.2.B.2.\(b\), 1.4.4.2.B.2.\(c\) and 1.4.4.2.B.4 shall not be impeded. The investigatory hearing process exercised by the SACPT shall include the rights prescribed in SR 1.4.4.3.B. \[US: DATE\]](#)

- * The Senate Rules reserve to the course instructor the authority to make those course educational policies not prescribed by the unit Faculty or (higher college/Senate) bodies. If a faculty employee believes that a unit Faculty or higher faculty body, or an administrator, has made a policy that abridges that course instructor's prerogatives (academic freedom) to make course educational policy, the individual may bring that complaint to the Senate Advisory Committee on Privilege and Tenure. [SREC: 9/2009]
- * If a grade originally submitted to the Registrar by the Instructor of Record becomes improperly changed in a context that the Instructor of Record believes is a violation of his or her academic privilege, the Instructor of Record has the right to lodge a complaint with the Senate Advisory Committee on Privilege and Tenure ("SACPT"; SR 1.4.4.2). If the committee finds in favor of the Instructor of Record, the committee is authorized to recommend to the President that the President direct the Registrar to change the grade back to the grade originally submitted by the Instructor of Record. [SREC: 9/12/11]
- * The "written comments" on course evaluations are not to be made available by the University to third parties. In addition, the University Senate's policy for release of numerical course ratings only applies to undergraduate courses. [SREC: 11/10/11]